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Accreditation of teacher education institutions : an historical and case study perspective.

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ACCREDITATION OF TEACHER EDUCATION INSTITUTIONS:
AN HISTORICAL AND CASE STUDY PERSPECTIVE

A dissertation Presented

By

HOWARD L. MILLMAN

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

April, 1972

EDUCATION


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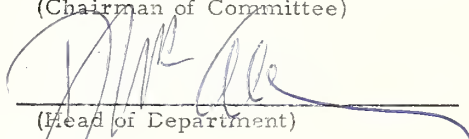
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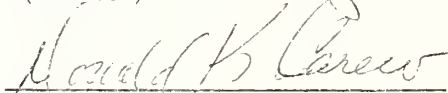
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The author does not know how to adequately thank his wife, Rae, for the interest, help and encouragement she provided in the writing of the dissertation. More importantly, the author would like to thank his wife for helping him to put the writing of a dissertation in its correct perspective in the scheme of things.

PREFACE

This dissertation is about the accreditation of teacher education institutions in the United States. The preparations for the dissertation were somewhat unique in that the Appendix was begun before the main body. Appendix II is the "Institutional Report" written by the School of Education, University of Massachusetts for accreditation from the National Council for Accreditation of Teacher Education. Except for two major deletions, the "Institutional Report" is presented in full. Deleted were the faculty vitas and appendices to the "Institutional Report." They were deleted because of their easy availability from the School of Education and because the author did not feel they were crucial. Appendix I is numbered consecutively with the main body of the dissertation because it relates directly with Chapter III, "The Process of Writing an Institutional Report." Since the author wishes the documents presented in Appendix I to appear in exact condition, the consecutive page numbers in relation to the dissertation will be indicated in the Table of Contents, but not on the actual pages of the Appendix. Appendix II, however, was numbered independently of the rest of the dissertation because it was prepared as an independent work. The main body of the dissertation is an historical analysis of the accreditation process as well as an evaluation and documentation of the writing of the Institutional Report by the School of Education, University of Massachusetts. In addition, the final section of

the dissertation is an evaluation of the process of accreditation in general and recommendations for change.

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CHAPTER I

ACCREDITATION OF TEACHER EDUCATION INSTITUTIONS IN THE UNITED STATES— AN HISTORICAL PERSPECTIVE

Since the middle ages, the professions of medicine, law, and theology have been called the "learned professions." The twentieth century, however, has been a period in which groups of people have been trained as experts in many areas and have called themselves professionals. As a result of the expansion of the meaning of the term "professional" it is necessary to define the term. The term profession, as it will be used in this paper, will refer to those occupations that exhibit the following characteristics:

1. A social service that is essential to society
2. Primarily intellectual in nature
3. Rigorous training
4. Autonomy in the carrying out of the service
5. A sense of ethical responsibility for the service
6. A well worked out set of standards for entrance into the profession as well as periodic up-dating of the standards.¹

In order to insure that the above characteristics are observed, most professions provide mechanisms by which both individuals within a profession and institutions training professionals can receive accreditation to carry on with their work. The scope of this paper will

¹Myron Lieberman, Education as a Profession (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1956), p. vii.

be the mechanism by which institutions are accredited to train individuals for the teaching profession.

The National Council for the Accreditation of Teacher Education is currently the primary institution responsible for accrediting teacher education institutions in the United States, and while it is not government controlled it is national in scope. There are critics who advocate the decentralization of NCATE; however, there is not at present a strong movement within the institutions of higher education advocating decentralization.

In order to understand how the present accrediting agency of teacher education institutions in the United States developed it is necessary to discuss the historical development of the following:

1. Early federal governmental attempts at participating in the accreditation process
2. The historical development of regional accrediting institutions
3. The historical development of professional accrediting institutions
4. And the historical development and present status of the National Council for the Accreditation of Teacher Education.

Early Governmental Attempts at Participating in the Accreditation Process

The nature of institutions and agencies in the United States having the purpose of accrediting teacher education institutions has been and continues to be different from that of comparable institutions and agen-

cies in Europe. That is, while most European teacher education institutions are accredited within a legal framework by Ministries of Education or other similar governmental bodies, teacher education institutions have been and continue to be accredited on a "voluntary" basis by non-governmental bodies in the United States. The early American pioneer ideal of granting the federal government as little control over institutions as possible explains in part the avoidance of a governmental body responsible for accrediting teacher education institutions. This ideal also helps to explain the development of public schools in the United States. Early schools were built, run and staffed by the members of each individual community and the nature of each school was left to the discretion of the communities. Another contributing factor to the lack of governmental control in the accrediting of teacher education institutions is that the first American universities were private. While government control in our public schools has become much stronger in recent years, there is a significant movement in the United States to give that control back to the community.

Until the end of the nineteenth century, the federal government's policy in relation to the regulation of all institutions could be characterized by a "laissez-faire" policy. That is, the federal government exercised little control over any institutions in the United States. With the rise of the industrial revolution in the United States, the govern-

ment had to re-evaluate its role in regulating institutions. Before the nineteenth century there was little communication between states and little interstate commerce. With the rise of the industrial revolution, communication and interstate commerce increased by tremendous proportions. Furthermore, there was a significant growth in a middle class strata. That meant more people to educate past the public school levels, more goods to sell and generally greater involvement by a larger number of Americans than ever before in the development of the country. The quickly changing nature of the country forced the federal government to re-evaluate its role in regulating institutions. The Interstate Commerce Commission, for example, was created in 1887 in an attempt to regulate the abuses to citizens resulting from the tremendous growth in interstate commerce.²

The first significant attempt on a governmental level in the United States to accredit higher education institutions was on a state level. The New York State legislature voted in 1787 to require the Board of Regents of the State University to visit every college in the state once a year and to file a report of the visits with the legislature.³ While

²William K. Selden, "Nationwide Standards and Accreditation," in Emerging Patterns in Higher Education, ed. by Logan Wilson (Washington, D. C.: American Council on Education, 1971), p. 212.

³William K. Selden, Accreditation: The Struggle Over Standards in Higher Education (New York: Harper and Brothers, 1960), p. 30.

the New York State law set precedent for accreditation of higher education institutions, other states did not follow suit. It is interesting to note that the State of New York is still unique today in that it not only operates under the law of 1787, but it also now gives the broad power to the Board of Regents to license all professions.⁴

While the federal government has never had the legal control over the accrediting of teacher education institutions as the State of New York had, it began involving itself with educational institutions in the last half of the nineteenth century. The Federal Department of Education which became what is now called the Office of Education was formed in 1867. One of the first items of business for the first Commissioner of Education was to simply make a list of the colleges and universities in the United States. Up to this point there was no such list in existence. The first list was published in 1870 and included 337 institutions of higher learning.⁵ Even though the first list included any institution that called itself a college or university, it was a significant landmark in the role of the federal government in accrediting institutions of higher learning. Since no other list existed, the federal gov-

⁴Ibid., p. 52.

⁵Jennings B. Sanders, "The United States Office of Education and Accreditation," in Accreditation in Higher Education, ed. by Lloyd E. Blauch (Washington, D. C.: United States Government Printing Office, 1959), p. 16.

ernment was in effect becoming an accrediting agency by recognizing that the institutions in its list were colleges or universities.

Another landmark in the role of the federal government in the accreditation of higher education institutions was the year 1912. Under pressure from some graduate schools in the country the Federal Department of Education prepared a list of colleges and universities that met a minimum set of standards. The standards included such things as "An institution must confer degrees, have stated standards of admission, give at least two years of work of standard college grade, and have at least twenty students in regular college status."⁶ Before the list was officially published it was sent for review to various representatives of higher education institutions in the country. There was a great deal of debate over whether the list should be published or not. Those people who favored the list said that it would at least provide a minimal degree of assurance to graduate schools that its applicants had enough competence to succeed in graduate school. Those who did not favor the publishing of the list felt that its publication would make the federal government the accrediting agency for higher education institutions in the United States. They feared that once the government was given the power to accredit that it would exercise that power in much more than a minimal way. Another issue was the con-

⁶ Ibid., "Evolution of Accreditation," p. 9.

stitutionality of government involvement in the accreditation process. The opponents of the list felt that the government would be violating the right of freedom of speech. Opponents of the list showed it to many people in the press who also opposed it for constitutional reasons and together they pressured President Taft until he withdrew the list from publication. If the list had been published, the federal government might now be the major accrediting body for teacher education institutions and other higher education institutions in the country.

The Historical Development of Regional Accrediting Institutions

The latter part of the nineteenth century was a period in which there was a growth in the number of high school graduates and applicants to colleges and universities in the United States. Since there were no accrediting agencies for educational institutions on any level, colleges and universities were experiencing a tremendous variety in the type of learning experience that an entering freshman might exhibit. The situation became so unmanageable that in 1875 "it was estimated that three-fourths of the existing colleges maintained high school departments to bridge the gap between high school and college offerings."⁷ While there were some attempts to alleviate the prob-

⁷T. M. Stinnet, "Accreditation of Teacher Education Institutions and Agencies," Phi Delta Kappa, Vol. 52, p. 26, September, 1970.

lem of a wide variance in the learning that a high school graduate might bring to a college or university, the problem still existed well into the twentieth century. There are, in fact, many critics of our institutions of higher learning today that say making exceptions for minority students when they enter into college causes the same problems that existed during the latter part of the nineteenth century. The common cry of college professors that their students don't even know the basics of writing is an all too familiar one even in the 1970's. While this author does not share these beliefs, they are certainly shared by many educators.

The problems that existed in the United States during the last part of the nineteenth century can be compared to the problems that now exist in developing nations of the world. In the Philippines, for example, anyone with enough money to open a "college" can do so. It was this writer's experience while in the Peace Corps that a large number of college graduates could neither speak nor write fluently in English, the medium of instruction from the second grade on through college. The lack of controls and standards has allowed the development of "diploma mills" and made a college degree meaningless to many Filipinos.

In 1885, in order to reduce the problems involved in autonomous schools and colleges, members of the Massachusetts Classical and

High School Teachers Association met with the president of Harvard University. As a result of that meeting and subsequent meetings the New England Association of Colleges and Secondary Schools was formed. The purpose of the association was to work with colleges and secondary schools so as to develop a minimal set of standards that would insure that high school graduates would come adequately prepared to study in Eastern colleges that provided quality education.

About the same time that the New England Association of Colleges and Secondary Schools was being formed, the leaders in private preparatory schools were trying to work out a way to insure that preparatory student graduates were adequately prepared to study in private colleges. The New York Board of Regents required all New York State students to pass a standardized test before graduation. This method of testing was felt to be successful by the Eastern prep school leaders and they drafted a series of standardized tests of their own in 1900 called the "College Entrance Examination Board" tests. Of course, the College Entrance Examination Board tests have been used widely in recent history by public and private institutions alike.

It should not seem unusual that the eastern states were the first to create some type of system to insure quality education. It was, of course, in the East that the first states were settled and the number of schools and problems arising from a long history of education and

a large number of higher education institutions compared to other parts of the country caused the Eastern schools to act first.

As the educational ~~tradition in~~ the United States grew, other areas of the country began to form regional associations. There are presently six regional associations existing to accredit secondary schools and higher education institutions in the United States. The development of these associations can be seen by the following dates indicating the origination of each regional association:

1. New England Association of Colleges and Secondary Schools
- 1885
2. The Middle States Association of Colleges and Secondary Schools - 1892
3. The Southern Association of Colleges and Secondary Schools
- 1895
4. The North Central Association of Colleges and Secondary Schools - 1895
5. The Northwest Association of Secondary and Higher Schools
- 1918
6. The Western College Association - 1948

(It should be noted that the Western College Association is the one regional association that does not accredit secondary schools as well as colleges.)

The regional associations all emerged out of similar needs—some method of ascertaining if the general nature of colleges and secondary schools was such that both provided quality education. While each association created its own measuring tools they all had in common the

development of minimal standards for accreditation as well as a visitation to the secondary schools and colleges by members of the associations in order to get first hand information on them. There has been an attempt in the last two years to bring the standards and methods of accreditation of the six regional associations closer together and in the near future they may well work under similar guidelines for accreditation.

It is important to note that the six regional accrediting associations have one other thing in common—they do not specifically accredit teacher training institutions, rather, they accredit the general quality of total institutions. Many educators in specific fields of study became critical of the general nature of accreditation because it allowed for the accrediting of a whole institution when many of its parts may not have even met minimal standards. The results of these types of criticisms led to the development of separate professional accrediting associations.

The Historical Development of Professional Accrediting Institutions

The medical profession was the first profession to formally create a framework for accrediting its own members. In 1910, Abraham Flexner published the results of a report he had written for the American Medical Association under a grant from the Carnegie Foundation.⁸

⁸Sanders, "Evolution of Accreditation," p. 11.

The report revealed that the same lack of common standards that existed in other higher education institutions existed in the medical profession. The report was highly critical and resulted in the closing of many medical schools as well as the first accrediting association in the United States. The Flexner report is a landmark in the development of professional accrediting bodies because it was the first and precipitated the development of accrediting bodies for the other professions. In the 1970's almost every profession is represented by an accrediting body.

While the American Medical Association operated its accrediting process on a national level from its inception, the accrediting process for general accreditation of secondary schools and colleges proceeded to operate on a regional level. The result was that there was more national uniformity early in the American Medical Association's accreditation history than there was in the regional associations' history. This is because the regional associations did not (and still don't) follow the same standards in spite of the fact that they were created out of similar needs.

Professional organizations in the United States are now represented by three major types of accrediting bodies. The major difference between the three is the membership in the accrediting body.

The American Bar Association and the American Medical Associa-

tion are examples of one kind of accrediting body. They have in common that they are made up solely of members of the profession. The doctor's then, who have already graduated from accredited medical schools, and are now members of the American Medical Association take on the responsibility of accrediting medical schools around the country.

The American Association of Schools of Business is an example of a second type of accrediting body. In this case the schools themselves set up their own criteria for accreditation and allow other schools to become accredited and therefore a part of the association by meeting their criteria.

The third type of accrediting body is the type that includes in its membership and accrediting teams representatives from several areas that represent an interest in keeping quality standards for a particular profession. The National Council for Accreditation of Teacher Education belongs to this category of accrediting bodies. Its membership, for example, includes people from high schools, colleges, state accrediting regional associations and school board members.

The rapid growth of professional accrediting agencies in the early part of the twentieth century created a new problem for those concerned with quality education. So many accrediting agencies developed so quickly that it became difficult to determine the quality of the ac-

crediting agencies. In effect what was needed was an accrediting agency whose function was to accredit other accrediting agencies! In order to achieve these ends the American Council on Education held in 1939 a conference on accrediting practices in the United States.⁹ There were many educators who found the idea of another accrediting agency to be absurd for a variety of reasons. It is true that many of the already accrediting agencies were doing poor jobs and critics were skeptical that another one would do any better. There were also so many agencies that a college could belong to that the membership dues became too costly. Many of the other criticisms that prompted educators to turn down the idea of an accrediting agency that would accredit other accrediting agencies are similar to criticisms still leveled against them today.

While several attempts were made in the ensuing years to create such an agency as described above, it was not until 1948 that a viable agency was formed. The agency became known as the National Commission on Accrediting. Generally, the responsibilities of the commission are to determine which accrediting agencies follow high standards of accreditation and to accredit these agencies and publish their names in an annual list of accredited institutions. The specific re-

⁹William K. Selden, "The National Commission on Accrediting," in Accreditation in Higher Education, p. 22.

sponsibilities of the Commission are stipulated in its constitution as follows:

1. Study and investigate present accrediting practices with a view to establishing satisfactory standards, procedures, and principles of accrediting, to correct abuses, and to support the freedom and integrity of our member institutions.
2. Define the accrediting responsibility of the several agencies.
3. Prepare and distribute a list of accrediting agencies whose policies and procedures are acceptable to the Commission.
4. Coordinate the activities of the approved accrediting agencies in order to avoid duplication and overlapping of functions and to reduce costs.
5. Cooperate with foundations, agencies of Government, and educational organizations with respect to matters of joint interest in the field of accrediting.
6. Establish, promote, or direct research programs for the purpose of improving methods and techniques of accrediting.
7. Collect and publish information on higher education pertinent to accrediting.
8. Establish a method or procedure whereby member institutions may present grievances with respect to actions of accrediting agencies.
9. Study, review and make recommendations with respect to State and federal legislation and rulings involving accrediting as well as the legal status and powers of accrediting agencies.¹⁰

The National Commission on Accrediting has had a "Statement of Criteria for Recognized Accrediting Agencies" since 1957. The statement follows:

¹⁰Ibid., p. 26.

The National Commission on Accrediting will recognize only one agency to accredit institutions in a defined geographical area of jurisdiction and one agency to accredit programs of study in any one professional field of specialization. In seeking recognition an agency or association engaged in accrediting activities will be judged on the following criteria:

1. It is a voluntary, nonprofit regional or national agency serving a definite need for accreditation in the field of higher education in which it operates.
2. The agency has an adequate organization and effective procedures to maintain its operations on a professional basis and to re-evaluate at reasonable intervals the accredited institutions or programs of study.
3. The agency has financial resources necessary to maintain accrediting operations in accordance with its published policies and procedures.
4. The agency publicly makes available: (a) Current information concerning its criteria or standards for accrediting; (b) reports of its operations; and (c) lists of accredited institutions or of institutions with accredited programs of study.
5. The agency secures pertinent data concerning the qualitative aspects of an institution or programs of study and it accredits only those institutions or programs of study which are found upon examination to meet the published criteria for accreditation.
6. The agency reviews at regular intervals the criteria by which it evaluates an institution or programs of study.
7. The agency provides a regular means whereby the chief administrative officer of an institution may appeal to the final authority in that agency.
8. The agency provides a means whereby representatives of the National Commission on Accrediting may review and consider with officials of the agency its accrediting policies and practices.

9. In the agency's process of recommendation for accreditation there shall be adequate representation from the staffs of institutions offering programs of study in the fields to be accredited.
10. In the case of an agency concerned with a particular professional field of study, (a) it is engaged in accrediting programs of study offered primarily by institutions which are members of one of the regional accrediting associations, (b) it makes continual and reasonable efforts to coordinate its accrediting procedures with the several regional accrediting associations, and (c) it limits itself in accrediting to those professional areas with which it is directly concerned and relies on the regional associations to evaluate the general qualities of institutions.
11. The agency conducts its accrediting activities in such a way that it:
 - a—uses the quantitative information obtained from an institution only for judging the qualitative accomplishments of the institution in relationship to its own stated purpose,
 - b—recognizes the right of an institution to be appraised in the light of its own stated purposes so long as those purposes demonstrably fall within the definitions of general quality established by the agency,
 - c—considers a program or programs of study at an institution, including its administration and financing, not on the basis of a single pattern but rather in relationship to the operation of the entire institution,
 - d—assists, stimulates and suggests means whereby an institution may improve its educational effectiveness,
 - e—encourages sound educational experimentation and permits innovations,
 - f—encourages and assists in an exchange of information among institutions and related groups,
 - g—informs institutions of current needs and develop-

ments in broad educational areas or in the areas of the interest of the particular professional agency.¹¹

All of the agencies accredited by the National Commission on Accreditation have in common that they are voluntary in nature. That is only those who wish to be accredited need to do so. In addition, a voluntary accreditation process implies that there is not a legal basis to accreditation. While it may be true in the strictest sense that these accrediting agencies are both voluntary and extra-legal, that interpretation can be somewhat misleading. A university that decides not to be accredited by the National Council for the Accreditation of Teacher Education, for example, may face ostracism from its peer institutions. Furthermore, many State legislatures require that its public school teachers come only from accredited institutions. And students who graduate from undergraduate universities that are not accredited may find it very difficult to gain acceptance into graduate or professional schools. Therefore, while it is not compulsory for institutions to seek accreditation, the pressures are very great to do so.

The Historical Development and Present Status of the National Council for the Accreditation of Teacher Education

The first national accrediting body for teacher education in the United States was the American Association of Teachers Colleges,

¹¹ Ibid.

which published its first list of accredited teacher education institutions in 1928. The 1928 list included 63 four-year colleges and 10 junior colleges.¹² The procedures for accreditation and the standards for accreditation of the American Association of Teachers Colleges borrowed heavily from the regional accrediting agencies, especially the North Central Association of Colleges and Secondary Schools. The most significant difference between the agencies was that the American Association of Teachers Colleges included in its standards specific references to laboratory experiences and practical experiences. The other major difference was that the American Association of Teachers Colleges also rated the institutions on a scale from A to D depending on how they were determined to have met quality standards. This method of rating was dropped in 1940, however, and from that time on institutions were not rated—they were included or excluded from an accreditation list.

In order to have a broader base from which to accredit institutions the American Association of Teachers Colleges merged, in 1948, with the National Association of Colleges and Departments of Education and the National Association of Teacher Education Institutions in metropolitan districts to form the American Association of Colleges for Teacher

¹²Earl Armstrong, "Teacher Education," in Accreditation in Higher Education, p. 203.

Education. The formation of another accrediting agency in 1948 was not at a very propitious moment in history, for it was at this time that many people were questioning the legitimacy of existing accrediting institutions and the National Commission on Accrediting was formed. When the National Commission on Accrediting put out its first list of those accrediting institutions which it accredited it did not include the American Association of Colleges for Teacher Education. And in fact it did not accredit it in a future attempt.

Simultaneously, the American Association of Colleges for Teacher Education was making a second attempt at being accredited by the National Commission on Accreditation and meeting with several national organizations concerned with the accreditation process for teacher education institutions, to determine the feasibility of forming a new accrediting body. The National Commission on Accrediting was aware of this meeting and this explains a major reason why it refused to accredit the AACTE for a second time—a new organization was being formed. It was hoped that a new accrediting body could serve the needs of a wider variety of concerned organizations such as elementary and secondary school teachers, School Boards, State Boards and Teacher Education Institutions. The National Council for Accreditation of Teacher Education was formed in 1952 as a result of these meetings and continues to serve as the national accrediting body for

teacher education institutions in the United States.

The National Council for Accreditation of Teacher Education (NCATE) had as a first item of business setting up the framework for accrediting teacher education institutions. While it was working on that agenda it also began meeting with the National Commission on Accrediting to determine what needed to be done to receive its accreditation.

The NCATE began formally accrediting teacher education institutions in 1954 (all AACTE accredited institutions were given initial accreditation) and was approved accreditation by the National Commission on Accreditation in 1956. There were two reasons for the delay. The first was that NCATE could not expect to be accredited until it had proof of how their process of accreditation actually worked. The second reason for the delay in accreditation was that the National Commission on Accreditation felt that the original structuring of NCATE, which included equal representation from institutions having indirect relationships with teacher training institutions, would have to be restructured so as to include a greater amount of representation of teacher education institutions. The NCATE did restructure its membership in 1956 and received its accreditation during the same year.

The NCATE has grown and undergone other changes since 1956; however it has always existed for the following purposes:

1. To assure the public that particular institutions—those named in the Annual List—offer programs for the preparation of teachers and other professional school personnel that meet national standards of quality.
2. To ensure that children and youth are served by well-prepared school personnel
3. to advance the teaching profession through the improvement of preparation programs
4. to provide practical basis for reciprocity among the states in certifying professional school personnel.¹³

Accreditation, as has been stated earlier is on a voluntary basis. That is, only those institutions requesting accreditation from NCATE will be considered for accreditation. Once an institution has been accredited by NCATE, it maintains its accreditation for ten years. At the end of ten years that institution must seek reaccreditation for programs already accredited and initial accreditation for programs that were developed since the last accreditation date.

The NCATE will only consider requests for accreditation when the institution making the request has already been approved by the State department of education for its teacher education programs, they have been fully accredited by the regional accrediting association and there have been graduates from the programs mentioned for accreditation.

The regional accreditation requirement by NCATE is similar to

¹³National Council for Accreditation of Teacher Education, Standards for the Accreditation of Teacher Education (Washington, D. C.: National Council for Accreditation of Teacher Education, 1971), p. i.

that of the American Association of Colleges for Teacher Education when it was the national accrediting body. The regional accrediting bodies serve a vital function for NCATE in that they limit the scope of NCATE's responsibilities:

The Council regards accreditation by a regional accrediting association as reasonable assurance of the overall quality of an institution, including its general financial stability, the effectiveness of its administration, the adequacy of its general facilities, the quality of its student personnel program, the strength of its faculty, the adequacy of its faculty personnel policies, the conditions of faculty service, and the quality of instruction.¹⁴

The NCATE accredits institutions for the training of teachers in three major areas: 1. for the preparation of elementary school teachers; 2. for the preparation of secondary school teachers; and 3. for the preparation of school service personnel. The third category would include such people as administrators, guidance counselors, supervisors and curriculum coordinators. While the NCATE does not accredit institutions in other areas such as educational research it does require that the institution seeking accreditation present its total program to the NCATE. That is, while the specific categories mentioned above are accredited by NCATE the total education program is the scope of the accrediting process.

Once an institution applies for accreditation, there are three major steps in the process. First the institution is asked to write an

¹⁴Ibid., p. ii.

institutional self-study report which describes its total programs on the undergraduate and graduate levels with special attention paid to the programs it offers in the three areas mentioned above. The NCATE publishes a list of standards and guidelines for writing an institutional self-study report that aid institutions in this aspect of the accreditation process. Secondly, a team of people representing expertise in the areas written about in the institutional self-study report actually come to visit the campus where the report was written for the purpose of validating the report and determining strengths and weaknesses in the total teacher education program. The visiting team members are not members of the Council, rather they come from accredited colleges, secondary schools, state boards and elementary schools around the country to provide validating information for the Council. Thirdly, the Council members, after reading the institutional self-study report and the report from the visiting team discusses the report with representatives from the institution seeking accreditation and votes on if the institution should receive accreditation or not.

The specifics of the process an institution must undergo will be the topic of another chapter. The information presented in this chapter has been structured in such a way as to give an historical perspective for the events which led up to the present system under which teacher education institutions are accredited in this country as well

as the present status and nature of the National Council for Accreditation of Teacher Education. Four major sections have been included in order to achieve the above mentioned purpose:

1. Early federal governmental attempts at participating in the accreditation process
2. The historical development of professional accrediting institutions
3. The historical development of regional accrediting associations
4. And the historical development and present status of the National Council for the Accreditation of Teacher Education.

CHAPTER II

NECESSARY PROCEDURES TO BE FOLLOWED FOR ACCREDITATION FROM THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

The intent of this chapter is to both document the process that was followed by the School of Education at the University of Massachusetts, Amherst campus, for accreditation from the National Council for Accreditation of Teacher Education and to provide general guidelines for institutions seeking similar accreditation in the future. Since the writing of an institutional self-study report is the most time consuming and difficult task to perform in the total accreditation process, I will devote the following chapter to documenting that process in particular.

Before documenting the process of accreditation in detail, I will present an overview of the process as well as an explanation of the structures under which the NCATE operates. The NCATE identifies in its Annual List seven procedures that are to be followed in the accreditation process:

PROCEDURES

The procedures followed by the Council in accrediting programs of teacher education are dictated by its policies. The following statements are, in general, descriptive of the way the Council carries on its work:

1. The institution files a Report for Evaluation for administrative and planning purposes.
2. The institution develops a report for the Council.

3. A visiting team, using this report as a base, evaluates the teacher education programs and reports its findings to the Evaluation Board.
4. A copy of the Team Report is sent to the institution to be checked for accuracy.
5. The Council's Evaluation Board reviews the reports submitted by the institution and by the team and makes a recommendation to the Council. Representatives of the institutions are invited to meet with the Evaluation Board.
6. The Council as a whole takes action on each application for accreditation based on the recommendation of the Evaluation Board. Evidence to support each recommendation is available to the Council for study or review prior to the Council meeting.
7. The Director informs the administrative officer of the institution concerned of the action taken by the Council. This constitutes the official report of the Council to the institution. Such action is taken only at regular meetings of the Council, usually twice each year.¹

Several of the items mentioned in the procedures require further explanation in order for one to adequately understand the accreditation process. Among these are the institutional report for the Council, the visiting team, and the Evaluation Board.

The institutional report written for the NCATE is based on Standards for the Accreditation of Teacher Education which are prepared by the NCATE.² These standards are written to include information

¹National Council for Accreditation of Teacher Education, Annual List #17 (Washington, D. C.: National Council for Accreditation of Teacher Education, 1971), p. 5.

²National Council for Accreditation of Teacher Education, Stand-

in the following areas: curricula for basic and graduate programs, faculty for basic and graduate programs, students in basic and graduate programs and self-evaluation of basic and graduate programs.

The NCATE gives the following description of its standards:

NCATE Standards

Each of the standards which follows has a preamble which gives the rationale for the standard, interprets its meaning, and defines terms. The preamble therefore is to be interpreted as part of the standard which it precedes.

Institutions of higher education seeking accreditation or re-accreditation by NCATE are expected to prepare a report based on the preambles and the standards. The questions which follow each standard will help the institution to understand the kinds of information which should be provided in the institutional report. Since the questions are illustrative and not exhaustive, institutions should provide whatever other information is necessary to demonstrate that it possesses the characteristics described in each standard and its preamble.³

The standards of the NCATE are used for various aspects of the process of accreditation. Institutions seeking accreditation can use the standards for themselves in order to determine if they feel reasonably sure they will be accredited and also to determine if there are areas of their teacher education programs that will be difficult to accredit. Institutions seeking accreditation also use the standards as one of two documents vital to the writing of their report to the NCATE. The

ards for the Accreditation of Teacher Education (Washington, D. C.: National Council for Accreditation of Teacher Education, 1971), p. i.

³Ibid.

other document is the "Guide for Preparing the Institutional Report" also prepared by the NCATE.⁴ While the standards provide institutions with the content necessary for writing a report, the guidelines provide the institution with the format for writing a report.

Once an institution has written a report for the NCATE, the report is validated by a visiting team representing the NCATE. The visiting team relies on the standards in order to determine the quality of the institution's teacher education programs and to determine if the report written by the institution requires any additional information in order to be complete. The visiting team representing the NCATE is composed of individuals from accredited institutions who are recommended by their administrative head to serve on a visiting team. Their work is of a voluntary nature and the only compensation they receive is for their travel and accommodations at the institution they are visiting.

The visiting team presents its findings in the form of a written report to the Evaluating Board of the NCATE and they in turn make a recommendation for accreditation to the Council. The Evaluating Board is composed of at least fifty members who are chosen by the Council to serve for three year terms. During their terms their

⁴National Council for Accreditation of Teacher Education, "Guide for Preparing the Institutional Report," Washington, D. C., 1971, (mimeographed).

major duty will be to serve on a nine member Evaluation Board to determine the accreditability of institutions seeking accreditation. The Evaluation Board members are not members of the Council and serve on a voluntary basis.

Documentation of the Accreditation Process

There are two major types of institutions offering teacher education programs that might seek accreditation from the NCATE. The first type of institution is one that is seeking accreditation for the first time and the second type of institution is one that is seeking reaccreditation from the NCATE. The School of Education at the University of Massachusetts, Amherst Campus, is of the second type. This institution received accreditation from the NCATE in 1962 and is now seeking reaccreditation for those programs that were accredited in 1962 and initial accreditation for programs that were introduced since that date. The process one must follow for accreditation is the same in both cases except for one minor difference. An institution seeking accreditation for the first time can decide to request that NCATE consider it for accreditation whenever it feels ready to start the process. An institution seeking reaccreditation, on the other hand, must do so on the tenth anniversary of the first accreditation date. The NCATE publishes an Annual List of those colleges and universities that have been accredited in the past and the date in which they were accredited.

The University of Massachusetts was last accredited in 1962. It is the institution's responsibility to check the initial accreditation date and to determine the appropriate time to write to NCATE for a reaccreditation visit. Except for the difference just described, institutions seeking reaccreditation or initial accreditation follow the same procedures.

Initial Contact

Once an institution decides it is necessary or desirable to be accredited, it starts the process by writing to NCATE in Washington, D. C. requesting that a date for an accreditation visit be made. On September 17, 1970, the University of Massachusetts formally requested that an accreditation visit be undertaken by the NCATE in the Spring semester of 1972. (See Appendix I). The date finally agreed upon for the visit was March 20-22, 1972. Upon receiving the request for accreditation the NCATE will send two documents to the institution to be filled out and the process is officially underway. At this point, the institution is typically from one year to one year and a half away from a visit by an accreditation team. The first document is called A CHECKLIST TO JUDGE ACCREDITABILITY. (See Appendix I). This checklist was devised by NCATE to aid institutions seeking accreditation in determining their readiness for the accreditation process. Institutions seeking initial accreditation may determine after

completing it that they are not ready to complete the process and request that they be accredited at a later date. The checklist is for the personal use of institutions seeking accreditation and is not returned to the NCATE office in Washington, D.C. The checklist is a summary of the most important of the standards prepared by the NCATE and was used by the University of Massachusetts as a supplement to the guidelines and standards prepared by NCATE in the initial stages of writing the institutional self-study report.

The NCATE sends along with the checklist a Preliminary Report For Accreditation of Teacher Education Programs which is completed and returned to the NCATE office in Washington, D.C. The University of Massachusetts prepared such a report in the summer of 1971 and immediately forwarded it to the NCATE office in Washington, D.C. (see Appendix I).

The preliminary report is used by the NCATE to determine both the readiness for a visit and the nature of the expected visit. It gives general information about the university housing the teacher education programs as well as specific information about the department or school responsible for the development of teacher education programs at the university. It is important to NCATE because it is the main method it has for ascertaining the make-up of the visiting accreditation team. Since the report includes those areas in which accredita-

tion is being sought the NCATE can determine what special areas of expertise are necessary for the visiting team to exhibit. The information on the general nature of the institution is helpful because it will enable the NCATE to nominate members of the visiting team who are working or have worked at institutions that may be similar to the institution seeking accreditation. The preliminary report also allows the institution seeking accreditation to request that certain expertise be represented on the visiting team. The University of Massachusetts, for example, requested that the visiting team include persons with experience in formulating individualized courses of study, developing a new school of education, and the process of change.

The preliminary report is usually returned to the NCATE from eight months to a year before the institutional self-study report is completed. When the NCATE receives the preliminary report its staff studies and evaluates the report and sends a reply to the institution seeking accreditation with a copy of its Standards, guidelines for writing an institutional self-study report and other pertinent information that will aid an institution in its preparation for an accreditation visit. The institutional self-study report (to be discussed in detail in the final section of this chapter) is meant to be an exhaustive study of all programs offered on the undergraduate and graduate level for the preparation of teachers. The guidelines for writing the report are de-

signed to reflect the standards for accreditation of the NCATE. The standards are divided into five major areas:

1. Curricula for Basic and Graduate Programs
2. Faculty for Basic and Graduate Programs
3. Students in Basic and Graduate Programs
4. Resources and Facilities for Basic and Graduate Programs
5. Evaluation, Program Review, and Planning for Basic and Graduate Programs.

While the institution seeking accreditation enters into the process of writing its self-study report several other things are happening: The Washington staff of NCATE reads the preliminary report of the institution in order to determine the nature of the visiting team and to determine if there are areas of the preliminary report that might need clarification or if there may be areas that will cause problems in accreditation. Within a month of receiving the preliminary report the NCATE reads it and sends a response to the institution seeking accreditation. The University of Massachusetts received its reply commending the report in August of 1971. (See Appendix I). The institution seeking accreditation is also asked at this time to pick an exact date for an accreditation visit. One consideration for the date of the visit is to make sure that it will occur when classes are in session and faculty, students and administrators will be available. A second consideration is to determine if the visit is to be concurrent with a re-

gional accreditation visit. In some cases (not the University of Massachusetts) an institution may find that it is also up for reaccreditation by the appropriate regional association and that it would be least upsetting to the school to run both visits concurrently. A third consideration is that the dates of the visit be at a time that would not be difficult for a visiting team. For example, since many visiting team members are teachers or administrators in educational institutions themselves, it would be unfeasible to schedule a date during a common exam period for schools. The dates of March 20-22, 1971 were set for the accreditation visit to the University of Massachusetts. (See Appendix I).

While the institution is writing its preliminary report it will also be sent a list of three names to choose from for the chairman of the visiting team. If the institution feels that all of the names are inappropriate it can request a new set of names. This process continues until the institution picks three names in rank order of preference. The first choice is usually the one used except in the case where the chosen dates of the visit are difficult for the person chosen or some other problem arises. Since the University of Massachusetts' choice of a team chairman could not be chairman due to a possible conflict in interest, the University was sent a new list of three names. This time the person picked as first choice, Dr. J.D. McComas, accepted the chairmanship and was officially appointed by the NCATE as the chair-

man of the visiting team to the University of Massachusetts. (See Appendix I).

As part of the ~~evaluation~~ of the preliminary report, the NCATE determines what areas of expertise will be necessary for the visiting team to exhibit. (See Appendix I). The NCATE then prepares a list of two people in each area of expertise and forwards it to the institution seeking accreditation. The institution seeking accreditation can reject any name on the list or request that new names be added. The process is completed when the institution picks a first and second choice in rank order for each category of expertise. As in the case of the team chairman, every effort is made to make the first choice prevail. The process of choosing the visiting team is usually achieved several months before the team visit. The University of Massachusetts found all but one of the people suggested for the visiting team to be acceptable and only made one preference for a person to be first choice. That person was made a member of the visiting team by the NCATE. The NCATE sent a copy of the members of the visiting team to the University of Massachusetts in December of 1971. (See Appendix I).

Once the chairman of the visiting team has been chosen, both the chairman and the institution seeking accreditation begin communicating with each other in order to get acquainted and to prepare for the

visit. Usually, after he has had a chance to read the self-study report (it must be completed approximately two months before the visit) the team chairman contacts the institution seeking accreditation and arranges to make a pre-visit in order to make specific plans for the actual visit of the chairman and his team. The pre-visit to the University of Massachusetts was used by both the chairman and the institution to get to know each other and to discuss arrangements such as supplements to the self-study that were needed, appointments with faculty or administration that needed to be made in advance, and plans for visits to off-campus student teaching sites. Dr. McComas visited the University of Massachusetts in February of 1972.

There are several other optional experiences that the institution may participate in prior to the visit and several of these options were exercised by the School of Education at the University of Massachusetts.

The first option, not exercised by this School of Education, is to utilize a consulting service offered by the American Association of Colleges for Teacher Education. (See Appendix I).

This institution chose not to use the consultant service of the AACTE because it felt that the standards and guidelines of the NCATE were very specific and could be followed without outside aid.

The NCATE provides an orientation for institutions seeking accreditation twice a year. This orientation is in the form of a workshop

and is used to acquaint institutions with the standards for accreditation as well as methods for writing an effective self-study report and preparing for an NCATE visiting team. Our institution did send a representative to one of these orientation sessions; however, the standards for accreditation were changed after that session and some of the things learned from the session no longer applied.

Probably the most helpful option exercised by this institution was to send this author to participate as an ex-officio member of a visiting team accrediting another institution. (See Appendix I). This option is a recent innovation of the NCATE.

The NCATE and the institution sending a representative to serve as an ex-officio member of a visiting team both benefit from this procedure. The NCATE benefits because the ex-officio member is sent at the institution's expense and he or she is trained in how to be an effective visiting team member for future possible service to NCATE. Since this author was responsible for coordinating the self-study report and the actual visit the institution determined that he would be the best person to participate in an accreditation visit of the type described above. The accreditation visit was at the School of Education at the University of Louisville. It proved to be an invaluable experience because it gave first-hand knowledge of the way in which a visiting team utilizes a self-study report as well as the many types of things it does in an attempt to

validate the report. Furthermore there were many logistical things to learn such as provisions for a workroom for the visiting team, secretarial aid to the team, accommodations for the team, preparation for a welcoming dinner and a closing lunch for the team.

One other option exercised by this institution was to visit the staff of the NCATE at their Washington, D. C. office. The staff indicated that it would be anxious to aid institutions seeking accreditation in any way it could and encouraged communication by phone and a visit to the Washington office. This institution called the office on several occasions and received valuable advice and information from the NCATE staff on the writing of an institutional report. We also sent this author and a member of the advisory committee to visit the Washington office on two occasions. The first visit was early in the writing of the self-study report and was used to acquaint ourselves with the staff as well as to read reports of institutions that had already been completed and acted upon and to ask any questions that we had about the report or other aspects in the total process of accreditation. This visit was especially helpful because it provided us with important information about the process when there was still time to do something about it. The second visit to the Washington office of NCATE was after the completion of the self-study report. Both this author and Professor Robert Miltz of the School of Education went to

Washington to hand deliver the self-study reports. This visit served two important purposes. First it allowed us to get an educated opinion on the report so as to determine if any supplementary work might be necessary. Secondly, it allowed us to discuss the final aspects of the process of accreditation with an experienced staff member.

Probably the most important aspect of the process for accreditation is the actual visit from the accrediting team. The accrediting team arrived at the University of Massachusetts on a Sunday evening, March 19th, and was welcomed at a dinner provided for by the School of Education and attended by key representatives of the University and the School of Education. The dinner was kept to a reasonable length because the visiting team needed to spend the rest of the evening getting acquainted and preparing their schedule for the following morning. The committee spent the next three days validating the self-study report. This was done by visiting with faculty members, administrators, staff and students of the School of Education and the university at-large. Personnel records, admissions records, catalogues, evaluation reports and governmental funding documents were looked at by the team also. The visiting team also spent some time off campus visiting schools that provided sites for this institution's student teaching experiences.

The visiting team spent the day-time hours trying to validate the

report and the evening hours trying to write a rough draft of a report that is to be sent to the NCATE office within thirty days of the visit. The team left the institution with a rough draft completed. The chairman of the team then tries to put the report in as final form as possible and sends it to the visiting team for approval. Once approved, the chairman of the visiting team sends the report to the NCATE to be read by the Evaluation Board of the Council.

The Evaluation Board has at least two months to read the institutional self-study report as well as the report of the visiting team. The Evaluation Board meets two times a year in Washington, D. C. to act on accreditation of teacher education institutions—March and July. Also invited to this meeting is a representative from the institution seeking accreditation. This representative may be questioned by the evaluation committee in order to clear up problem areas or he may respond to the findings of the committee in any manner he sees fit. The committee continues its meeting until it arrives at a recommendation on the accreditability of the institution seeking accreditation. Once a decision has been made it is forwarded to the Council members of the NCATE.

Council members meet twice a year also—in May and October. The chairman of the visiting committee is asked to be present at this meeting but the institution seeking accreditation is not asked to send

a representative to the meeting. The Council usually votes to follow the recommendations of the Evaluation Board; however, it is the Council vote that *determines* the official accreditation status of the institution seeking accreditation. The Director of the Council notifies the institution of its decision and specifies the areas in which it was accredited. The areas that were accredited will be published in the NCATE's Annual List of accredited institutions.

In summary, the process an institution seeking accreditation from the NCATE must follow includes the following procedures:

1. Initial contact with the Council
2. Preparing a checklist and a preliminary report
3. Preparing an institutional self-study report
4. Validation of the self-study report by a visiting team
5. An Evaluation Board meeting to make its recommendations for accreditation
6. Council action on the evaluation committee's recommendations
7. Notification by the Director of the NCATE to the institution seeking accreditation on the final decision of accreditability by the Council.

CHAPTER III

THE PROCESS OF WRITING AN INSTITUTIONAL SELF-STUDY REPORT

The previous chapter described the total process necessary to be completed in order to attain accreditation from the NCATE. This chapter will document the most complex and time consuming aspect in that process—writing an institutional self-study report.

The first major decision made about the institutional report to the NCATE was to determine if it should be broken up into sections, written by appropriate faculty members, and compiled at the end by an appointed editor, or if the report should be coordinated from the beginning by one person who would involve the faculty as seemed necessary for the completion of the report. The advantage of the first option would have been that it would have involved more faculty members. The chance of an institutional self-study precipitating needed change might be greatly enhanced if the majority of faculty, students, administrators and staff had a strong involvement in the writing of the report.

The administration chose to take the second option for several reasons. The first reason was that self-evaluation has been built into the fabric of the School, both in terms of constitutional mandate and philosophical inclination since the academic year of 1968-1969 which was designated as a "planning" year for the School. The School is constantly evaluating and re-evaluating itself and has already under-

gone major changes resulting from these self-evaluations. In addition, the school had also been evaluated during the past two years by two external committees. These facts coupled with the practical reality of a highly involved, hard working and committed faculty led to the decision of having the self-study coordinated from the beginning by one person.

The institutional self-study report of the School of Education at the University of Massachusetts, Amherst campus, was begun during the summer of 1971 and completed eight months later in January of 1972, approximately two months before the visiting team from the NCATE was scheduled to arrive on campus. While the report was prepared by a coordinator, every effort was made to involve faculty members and administrators as much as was necessary.

In order to insure that the coordinator would write an accurate report and have the support of faculty and staff, an ad hoc advisory committee of key people in the faculty and administration was formed. The chairman of the committee was Dr. Earl Seidman, Associate Dean of Academic Affairs. His knowledge of the institution as a whole was felt to be necessary in order to insure that the scope of the report was accurate. Dr. Richard Clark, Chairman of the Teacher Preparation Programs Council (responsible for coordinating all teacher education programs on the undergraduate and graduate level) was appointed to the committee in order to lend his expertise to the chapters

dealing with teacher education programs. Miss Barbara Love, chairman of the school's executive committee, was asked to serve on the committee as a representative from the school government. Dr. Robert Miltz was chosen to be on the committee because of his knowledge of teacher education programs and past experience with the accreditation process. Mr. David George, assistant to Dr. Seidman, was chosen as the final member of the committee because of his knowledge of administrative matters, especially in the area of course offerings and course scheduling. Dean Allen served as a general advisor during the entire process.

Major Components in the Process of Writing an Institutional Self-Study Report

The writing of an institutional report is governed by two documents—"Standards for Accreditation of Teacher Education" and "Guidelines for Writing an Institutional Report." The Standards were prepared by the Evaluative Criteria Committee of AACTE and approved by the NCATE on January 15, 1970.¹ An accredited institution is considered by the NCATE to meet the standards. The NCATE considers the following of the standards to indicate a minimal degree of excellence in an institution's teacher education programs and encourages institutions to go

¹National Council for Accreditation of Teacher Education. Standards for Accreditation of Teacher Education (Washington, D. C.: National Council for Accreditation of Teacher Education, 1971), p. i.

beyond the standards.

While the Guidelines allowed for a degree of freedom in the writing of the report (especially in comparison with the guidelines that were used prior to 1971) they provided the general outline for the chapter and section divisions. The scope of the Standards and Guidelines was so extensive that a thorough knowledge of them was needed before the actual writing of the report could begin.

Another element involved in the pre-writing stage of the report was to determine the nature of this institution's past accreditation experience in relation to the NCATE as well as the regional accrediting association. The University of Massachusetts was accredited in 1962 for all of its teacher education programs through the Master's degree level. Basically, it sought reaccreditation for the programs accredited in 1962 and initial accreditation for the same programs on the doctoral level. It was necessary to read the institutional self-study report of this institution and the visiting team's response of ten years ago in order to gain an historical perspective of how this institution has changed during the past ten years. Finally, it was necessary to read the regional association's report (The New England Association of Colleges and Secondary Schools) because it was written at a later date (1967) and it reflected the tremendous growth that this institution has been undergoing since 1962.

Another element in the pre-writing period was to examine the self-study reports of institutions that have recently received accreditation from the NCATE. This was accomplished by writing to institutions and requesting them to send us a copy of their reports as well as visiting the home office of the NCATE in Washington, D. C. While reading the reports was helpful in ascertaining stylistic aspects of the writing of such a report, the help was not as great as it could have been because the NCATE did not have any examples of institutions that wrote reports following the new Standards and Guidelines. This institution was to be one of the first to use the new Standards and Guidelines.

The final aspect of the pre-writing period was to read the NCATE's annual list of accredited institutions in order to gain a perspective on the full range of teacher education institutions that were accredited. We discovered that there was such a wide range of institutions in terms of size, structure and philosophical and methodological beliefs that were accredited by the NCATE that there was no way of determining if the NCATE would find that the University of Massachusetts was following its standards.

Conceptualizing the scope of the process of writing an institutional report was necessary because there were many aspects of the report that were both time consuming and complex and required long

range planning. It was also necessary because there would be much unnecessary duplication if the scope of the report were not understood in advance of the writing stage. As a minor example of the type of project that had to be coordinated months in advance, the Guidelines required the preparation of vitas for each faculty member in the School of Education on special forms supplied by the NCATE. While securing the vitas was not a complex task, it was time consuming and we had to send out the forms for the vitas many months in advance of the final draft of the report in order to insure that they would all be ready in time. While this was being done, however, there were many aspects of the report such as the general scope of the accreditation visit and descriptions of the University in general that we already had enough information on to begin writing.

The best example of a complex long term project was the planning, developing and actual performing of a phone call follow-up study of graduates from the School of Education's undergraduate programs. While the School had already initiated a follow-up study of its graduates from graduate level programs, before the writing of the NCATE report, a similar study of undergraduate programs was only in its infancy when the NCATE report was begun. Since the follow-up study was on the School's agenda for a future date and the NCATE standards requested such a study, the plans were stepped up so that the results

would appear in the final report to the NCATE. The follow-up study was developed in cooperation with the Placement Office of the University and the Alumni Office of the University. Ten students were hired by the School of Education to make the actual phone calls to students who graduated during the past three semesters as well as to put the results of the study in a meaningful format. The follow-up study was several weeks in the planning stage and took one month to perform, and several weeks to analyze. The study was performed simultaneously with the writing of many other aspects of the institutional report. It was also initiated for use by the School of Education as part of its own self-study process independent of the report to NCATE. An evaluation of the phone call follow-up study will appear in the following chapter. During much of the writing of the report, there were many related tasks being done at once, both short range and long range in order to insure that the report would be completed before the visiting team arrived on campus.

The NCATE guidelines required a large number of facts about the School of Education in general, specific programs, students, administration, the University in general, admissions policies and structures be included in the report. In order to acquire the necessary information the coordinator had to seek the cooperation and aid of many offices and departments within the School of Education and the campus in gen-

eral. One of the most helpful places to go for facts was the University's Office of Institutional Studies. That office has information on the School of Education and the University in general programmed into a computer; however, while it was helpful in many areas, the office is in its initial stages of operation and does not yet have all of the information that was needed for the writing of the report. Much of the data had to be acquired elsewhere from such places as the President's office, the Chancellor's office, the Provost's Office, the Dean of Admissions, the Director of Placement, Academic Department Heads, and University public information offices.

Much of the information needed on the School of Education was difficult to obtain for several reasons. One reason was that the information sought reflected a school structure that was different than this school's. For example, the Guidelines required figures on the number of graduate students prepared each year in elementary principalship, secondary principalship, superintendency, and supervisory work. This school does have a Leadership and Administration Center; however, students enrolled in that Center develop a program with their advisors on an individual basis rather than enroll in a specific program. Matters are further complicated by the fact that people enrolled in other Learning Centers often design an individual program with their advisors that may lead towards work in adminis-

tration. Since students do not enroll in specific programs, the only way of arriving at figures requested by the NCATE Guidelines such as the figures above was by making estimates. This was done by talking with Center Directors, checking of student files and following up on students after they graduated. Another reason for the difficulty in arriving at necessary information is that the School of Education has grown tremendously during the past three years and it is only now that there has been time to adjust the methods of record keeping to that growth. The availability of computers is also new to the University, and the School of Education is now using them in order to make its record keeping procedures more useful and efficient. The unique nature of the structuring of programs also made it difficult for the visiting team to validate the report. Normally they would be able to get information on the training of administrators, for example, by going to one department or program head, but here they had to go to many Centers to validate that section of the report.

As has already been mentioned, one of the reasons for choosing to use a coordinator for the writing of the report from its inception was that the School of Education had already been in a continuous process of self-evaluation. While the format of these self-evaluations was not the same as that requested by the NCATE, the content of the

self-evaluations related directly to information sought in the Guidelines. This information was gathered from various sources. For example, the Annual Reports of the School of Education to the University included reports from each Learning Center on the progress each has made and changes that have been initiated during the year. The Annual Reports also included general information on the faculty, student body and School government that was useful in the writing of the report. In order to document the report historically, the minutes of the School Council, the Executive Committee, standing committees, etc. also were utilized. Another source was the description and proposals for special projects in the School of Education as well as material written by people in the School of Education describing itself for people interested in studying or working at the University. So much of this information was already available that the involvement of students and faculty in the writing of this material provided the coordinator with a large amount of the material necessary to write an effective report for the NCATE. Therefore, while the faculty and student body were not directly involved in the writing of the self-report in its final form for the NCATE, they did in fact have a major influence on the report. In some cases, the coordinator needed only to rewrite the efforts of the School of Education's already existing self-evaluations so that they followed the Guidelines of the NCATE and

could be understandable to the visiting team from NCATE.

Another aspect of the report was to acquire information on the University in general that would be helpful to the visiting team from the NCATE. Some of this information appeared within the report if it was specifically requested and some of it was attached to the report because it was felt that it would make the visit to the campus more meaningful. This information was in the form of catalogues, bulletins, annual reports by the President of the University to the University and the Board of Trustees, Alumni Office publications and other related materials. This type of information was especially helpful in describing how the University has grown and changed since the last accreditation visit from the NCATE ten years ago.

While the already existing self-evaluations of the School of Education provided the coordinator with enough information to begin a rough draft of the report to the NCATE, it was simultaneously being discussed and submitted to the committee assigned to advise the coordinator and to personnel directly responsible for areas of information described within the report. For example, as the folios, which described each Learning Center and Alternative Program, were written they were often presented both to the advising committee and to the appropriate Center Directors, the chairman of TPPC, and program directors in order to determine if the folios were accurate and

up to date. One of the reasons for the School choosing to continuously evaluate and re-evaluate itself is that it is also in a continuous process of change and what was written a year ago may not be indicative of what now exists. The meetings with the advising committee as well as key personnel responsible for specific aspects of the report helped to make the report as up to date as possible.

The meetings with people responsible for specific aspects of the report was also necessary because it provided a vehicle for preparing the faculty and students to be aware of the accreditation process and involved in the preparation of the report and to be as helpful as possible to the visiting team from the NCATE when they arrived on campus. This was an important element in the process because many faculty members did not have a direct involvement in the writing of the report to the NCATE in its present form.

Another method of involving the students and faculty in the preparation of the report was to meet with representative committees within the school periodically in order to familiarize them with the NCATE and to keep them aware of the progress of the report. This process involved getting on the agenda of regularly scheduled meetings of such bodies as the School Council, the Executive Committee and the Learning Centers Directors combined meetings. General information about the NCATE, rough drafts of the report and the final

draft of the report, as well as suggestions for improvement or changes in the report and advice on such things as the make-up of the visiting team from the NCATE were major issues discussed during these meetings.

Since much of the information required by the NCATE involved gathering information about people and programs outside of the School of Education it was necessary to meet with key people in the University in order to obtain this information and to familiarize them with the accreditation process. This involved meeting with Deans and other administrators, department chairmen, librarians, the Placement Office Director and other key personnel. Since the students who are seeking certification in secondary schools receive their degrees from the school of their content major, a very important aspect in the writing of the folios was to contact the department chairman or designated person within the department whose responsibility it was to advise the students on the necessary requirements for graduation. The degree of involvement of departments in the preparation of content requirements for students to prepare for secondary teaching varied from little guidance or recognition that teaching majors may need different content requirements to strong involvement in the preparation of prospective teachers. The communication with these personnel was an important catalyst in improving secondary teacher education

programs.

An essential element in the preparation of the report as well as the general preparation of the School of Education and the University was by communicating through the utilization of memos, letters, and open channels such as the weekly School bulletin and the weekly University Bulletin. These channels were used for initial contact with the University and the School of Education as well as to illicit response to specific needs such as recommendations for the make-up of the visiting committee, setting up meetings with key personnel, and invitations to the welcoming dinner for the visiting NCATE team. For the most part these channels were used for general information because it was felt that personal contact with key people was far more effective than written contact.

The final task to be performed in the preparation of the institutional report required a final proof reading and editing by an experienced writer, typing of the final copy and xeroxing and binding of the final copy. While these tasks were not complex, they were time consuming and required long range planning in order to insure that the report would be completed on time.

In summary, the NCATE institutional report was eight months in the making. The writing of the report was the most complex and time consuming aspect of the accreditation process. While it was coordin-

ated by one person, its preparation involved a team effort on the part of the School of Education's faculty members, administrators, students and staff as well as key personnel from the University.

CHAPTER IV

AN EVALUATION OF THE SELF-STUDY REPORT WRITTEN BY THE SCHOOL OF EDUCATION, UNIVERSITY OF MASSACHUSETTS, AND THE VISITATION FROM THE NCATE

The purpose of this chapter is to evaluate the institutional self-study report written by the School of Education, University of Massachusetts, and the visit of thirteen people representing the NCATE. The purpose of the visitation was to validate the report, to comment on the strengths and weaknesses of this School of Education's teacher education programs, and to write their own report to the Evaluation Board of the NCATE to aid them in determining the accreditability of this School. The scope of this chapter is not the value of the accreditation process in general; rather it is to evaluate the actual process of writing a report, the report itself and the specific visit by the NCATE visiting team. The following chapter will deal specifically with an evaluation of the existing practices and standards involved in the process of nationally accrediting teacher education institutions. It will also deal with the implications that such an evaluation may have for the future of the accreditation process.

Evaluation of the Institutional Report

The decision to have the institutional report prepared by one person with the advice of an ad hoc committee had a definite effect on the nature of the final product. While there were both positive and nega-

tive effects resulting from this decision, it is the opinion of this writer that, given the nature of the institution, the decision was appropriate.

It has already been stated in a previous chapter that a major contributing factor in the decision to have the report prepared by one individual was that the School had already undergone many internal and external evaluations prior to the decision to seek reaccreditation from the NCATE. It must be noted, however, that the decision as to how the report was to be written was administrative and the faculty was not polled to make the decision. The reasons presented here for having a coordinator are therefore based on the hypotheses of the School administration rather than known facts. A more practical, but possibly more powerful reason for the decision had to do with the nature of the faculty members. The faculty is a highly active one and so committed to succeeding in already existing tasks that it was felt they simply could not participate actively in the writing of an institutional self-study report without causing their existing commitments to be slighted. Coupled with this condition is the fact that it was felt that there are many faculty members who believe strongly that the accreditation process is either a contributor to the undesirable, in their view, status quo or that it is such a small contributor to the improvement of teacher education programs in the country that the work necessary to adequately become involved in the accreditation process would not justify

a change in already existing priorities. This author takes the view that the decision to have the report coordinated by one person was a wise one both from a practical standpoint (the report probably would not have been taken seriously by enough faculty members, and that self-evaluations were already an integral part of the system) and from a theoretical standpoint (that the contribution that the accrediting process makes to the improvement of teacher education programs in the country is a minimal one). The latter view will be discussed in detail in the following chapter.

The most obvious weakness to having a coordinator prepare the report is that in spite of the fact that there was a great deal of existing data and evaluations available no one person could gain an adequate knowledge of the individual aspects of such a tremendously complex institution. The scope of the report was the total institution and required preparing detailed descriptions of such things as the history of the University, the history of the School of Education, the nature of the administration of the University and the School of Education, all of the alternative programs in undergraduate education, all of the Learning Centers and how they prepared individuals for specific vocations, the University library and the School of Education Library, faculty resources and evaluation procedures for students, faculty and administration, as well as follow-ups of those who have graduated from this

institution. While the above list is not complete, it should be obvious that no one person could gain an in-depth knowledge of each of the areas described in the report.

The most obvious advantage to having a coordinator prepare the report is that the final product was probably much more readable and cohesive than if it were pieced together. In addition to these advantages there is also the advantage that there will be far less duplication in a report prepared by one person.

Due to the complexity of the institution, the report to the NCATE was unavoidably long and required many sittings to digest. While the complexity of the institution and the necessary length of the report proved to cause difficulties for the visiting team from NCATE, it may have been advantageous to the School. That is, there was so much to see and so much to read that the visiting team could not possibly study the institution in the same manner that it might study a less complex institution. Recognizing this fact, the chairman of the visiting team, Dr. James D. McComas, requested that the team be allowed to extend its visit one full day. While this extension was helpful to the team they still had a difficult time evaluating all programs. The complexity of this School of Education made it necessary for the visiting team to stick closely with the specific purposes the NCATE stipulated. Therefore the team simply did not have the time, even if it wanted it, to do

any of the "over-scrutinizing" that visiting teams are sometimes criticized for. (It is the opinion of this author that the team was highly ethical and would not have done any "over-scrutinizing" under any conditions.)

The institutional self-study report for the NCATE was written following new standards and guidelines for writing a report, and while the guidelines for writing the report allow for much more creativity than the earlier guidelines, they are still quite rigid in determining the format and outline of the report. The NCATE feels a need for having the format of reports be as uniform as possible because the members of the visiting team serve voluntarily as a professional service and find it easier to read reports if they are written uniformly. While the need is a real one, the final reports are probably written with less creativity and are probably less readable than if the suggested format were less rigid.

Criticism of the format of the report is most appropriate if and when in its rigidity it makes it difficult for an institution to adequately describe itself. In order to allow institutions to add information that might be helpful to the visiting NCATE team, the guidelines allow the institution writing the report to add at the end of each chapter any information that it thinks would be a necessary supplement. In the writing of the report for the University of Massachusetts the coordin-

ator found that many chapters had to be supplemented and that the very fact that the information appeared as supplementary material made the institutional report somewhat inadequate. The School of Education, for example, has made the combatting of institutional racism to be its number one priority, and the information documenting that priority had to appear in the report to the NCATE as supplementary material because it was not required in the guidelines.

Another important example of how the rigid format was not conducive to writing an accurate report is in the requirement that the undergraduate and graduate programs be described in two separate volumes. While this School does offer distinct programs, there are many areas where undergraduate and graduate level programs overlap. For example, many course offerings are made to both graduate and undergraduate students. Furthermore, the format requires the presentation of distinct programs that train specialists in specific areas when the School of Education takes the position that there are many areas, such as guidance and administration, where generalists rather than specialists are needed. Therefore, while the institutional report to NCATE may adequately answer questions sought by the NCATE, it in some ways does not adequately describe the dynamics of the School of Education.

While there were many weaknesses in the institutional self-study

report of the University of Massachusetts in terms of specific aspects of the report, it is the opinion of this author that the decision was a good one. This opinion is based on several factors. First, while it cannot be denied that a joint effort would have made certain aspects of the report more comprehensive, a joint effort probably would have produced a less cohesive report. Secondly, the faculty members were so aware of the programs in which they were working that there were very few areas in which they were not able to validate the report. And thirdly, if the report were any more comprehensive, it would have been much too cumbersome and difficult for the visiting team to understand.

Evaluation of Key Elements in the Report

Since the University of Massachusetts was seeking re-accreditation of its teacher education programs and the last time it was accredited was in 1962, the NCATE requested that the report reflect the changes that have taken place in the University in general and the School of Education specifically during the past ten years. The introduction to the report and the first chapter, along with attachments that were given to the visiting team when they arrived on campus, provided the visiting team with an adequate description of the history of the University from its inception as well as a more detailed description of the changes that have taken place in the University during the past

ten years. The report does not, however, present an adequate picture of the changes that have taken place within the School of Education during the past ten years. Almost all of the information on the School of Education that appears in the report represents the history of the School of Education since the arrival of Dean Allen four years ago. The major reason for the lack of information on the history of the School of Education before 1968 is that the School had undergone radical changes in terms of structuring and faculty membership since 1968. There is only a small percentage of faculty members who were teaching at the School ten years ago and could provide adequate historical information on the School of Education during the past ten years. Furthermore, while written materials on the history of the School of Education may exist, it could not be located by the coordinator or his advisory committee. While this lack of information may have been felt as a weakness by the visiting team from the NCATE, it is the opinion of this author that the changes that this institution has undergone during the past four years are of such a radical nature that the missing information would not have been any more helpful than the general historical description of the University that was prepared for the team. Such an historical perspective might be of great help to a team that visited an institution that had undergone milder changes during the past ten years because there would be more of a relationship between the past and

present conditions of the institution.

The already existing written information about the School of Education since 1968 provided the coordinator with a great amount of the information that was necessary for the writing of the report. However, the main area in which the report is lacking information is in the empirical data that the NCATE requested to be presented in the report. Whenever possible, the administration of the School of Education or the University's Office of Institutional Studies provided the coordinator with the empirical data about the School that was requested by the NCATE. There were many facts about the School of Education that were not available, but were elicited by the NCATE guidelines for writing a report. Some of the information could not be obtained because the unique structure of the School of Education did not lend itself to providing that data. For example, the NCATE guidelines for writing a report requested that the report present the number of graduate students who were prepared for secondary teaching, elementary teaching, secondary and elementary principalship, secondary and elementary counseling, and secondary and elementary school supervisors. These figures were not available for two reasons. First, many students purposely chose to be prepared as generalists in one of those fields. That is, students training to be administrators, for example, did not train specifically to become elementary or secondary principals. Rather,

they followed a course of study that they and their advisors felt cut across the boundaries of training for a specific level so that they would have the necessary skills to become administrators on any level of schooling.

A second reason that made it difficult to obtain figures on the numbers of graduate students who were prepared to work in one of the areas described above is that there are not separate training programs in the School of Education. Students may be accepted as part of a given Learning Center that focuses on a specific aspect of teacher training, but the course of study they follow does not necessarily coincide with the focus of that Learning Center. The course of study any given student follows is mainly dependent on his own goals and needs and the advice of his or her advisory committee. For example, a student may be enrolled in the Center for Leadership and Administration, but plan a course of study with his or her advisory committee that is only partially related to the major focus of the Center for Leadership and Administration. It is also true that a student in the Urban Education Center may plan a course of study with his or her advisory committee that will prepare him or her to become a school administrator. In effect, the School of Education only has one doctoral program and the Learning Centers are designed for administrative reasons rather than programmatic reasons.

The unique structuring of this School of Education raises serious philosophical problems in the School's relationship with the NCATE accreditation process. That is, the concept of "standards" for accreditation implies a belief that certain structures are necessary for an accreditable institution. The School of Education's emphasis on the preparation of generalists rather than specialists and the School's conscious attempt to provide individually negotiated courses of study for its students rather than structured programs for students in each area of specialization are all in direct conflict with the NCATE standards. The School is in further conflict with the NCATE in that it (the School) is consciously engaged in providing alternative and competing programs in the preparation of teachers in the belief that standards and methods for training teachers are not presently adequate. The School of Education is therefore challenging the most basic belief of the NCATE—that standards for training teachers are so well defined that they can be identified and written down as an accepted body of knowledge.

The problems in obtaining necessary data described above were mostly a result of the unique structuring of the School of Education and did not reflect an internal weakness of the School as much as a difference in philosophy with more traditional teacher education institutions. A serious internal problem developed, however, when the coordinator attempted to obtain figures on the number of undergraduate students

who were being prepared each year for specific academic areas in secondary teaching. It was a serious problem because it reflected a weakness in the teacher education programs for secondary education students. While the School of Education prepares students who are enrolled in the School of Education to become elementary education teachers it does not have a similar program for students preparing to become secondary education teachers. The latter students enroll in the School or Department of their major and take the necessary course work to become certified as secondary education teachers from the School of Education. Students preparing to become secondary education teachers, therefore, receive their degrees from the college of their major rather than from the School of Education. After contacting the chairmen of departments for the appropriate academic majors and consulting with the appropriate personnel within the School of Education, the coordinator discovered that none of these people had accurate figures or even estimates of the numbers of students who were prepared to teach in secondary schools. These figures were derived from the University Placement Office by totalling the number of students who applied each year for certification from the State of Massachusetts. These figures were considered to be accurate because more than ninety-five percent of the students enrolled in the University are citizens of the State of Massachusetts. The figures were corrected to be more accu-

ate after taking into account the results of a phone call follow-up study (to be discussed in this chapter) that elicited data on the State in which students who obtained teaching positions after graduation were working. The lack of information that the School of Education and the appropriate academic heads had on students who were preparing to become secondary education teachers was of a serious nature because it reflected both a lack of concern for these students and a lack of communication between the School of Education and academic departments in the University.

A second contact with the academic department heads was made when the coordinator began to gather the necessary data for a folio presentation of each program in elementary and secondary education in which the School of Education provided professional training. The lack of concern for students in secondary education and the lack of communication between the School of Education and academic departments that was implied during the initial gathering of figures showing the numbers of graduates in the various academic fields was discovered to be prevalent in a large number of academic disciplines. The folios provided information on each program in secondary education such as the scope of each program, opportunity to receive State certification, professional course requirements and content course requirements. The coordinator discovered that there were many academic disciplines in which stu-

dents received little or no advice from their major department and that there was no effort to design a content curriculum that would meet the special needs of a teacher. Furthermore, he discovered that there were many academic areas in which there was from little to no communication at all between the School of Education and academic departments so that students desiring to become secondary school teachers had to initiate the process completely on their own. There were some academic areas where there was communication with the School of Education to the degree that the School of Education helped to develop a content curriculum in a specific discipline that would more meet the needs of a secondary major than the normal content requirements for a major who was not being prepared for a career in teaching.

While the coordinator discovered a major weakness in the secondary preparation programs during the preparation of the report for the NCATE, the report facilitated self-evaluation within the School of Education. The School was well aware that there were many problems in its secondary education programs and had definite plans to rectify those problems, but the writing of the report and the preparations for the visiting team from the NCATE probably speeded up the process. Since the coordinator had to make at least two contacts with each academic discipline in which there were secondary teacher graduates, the beginnings of effective communication between the School

of Education and the academic disciplines were already underway. As a result of these initial contacts made by the coordinator and subsequent contacts already made by the Teacher Preparation Programs Council in the School of Education, it is likely that further communication will continue in the future.

The visiting NCATE team noted in an exit interview with this School of Education that there was not enough control of secondary education programs and that there was not enough communication between the School of Education and academic disciplines. It should be noted that while an attempt is being made to improve communication with the academic disciplines, the issue of control is a philosophical one. That is, the School of Education is not territorial in nature and that disciplines outside of the School have the right to develop their own concepts in teacher preparation. The belief that the School need not be the only discipline training teachers is based on the philosophy, already described, that alternative and competing programs are necessary in the teacher training process. The School's main concern is that the academic disciplines consciously decide on how to best train teachers in their discipline rather than ignore the fact that many students in the academic disciplines are training to become teachers.

The School of Education, as has already been stated, did not use

the report to the NCATE as a catalyst for a major self-evaluation because of already existing self-evaluations. It did, however, take the visitation and report seriously and hoped to learn from them. It must be noted that in the area of secondary teacher preparation and other areas that the School did in fact use the findings of the report to initiate change. Another major area in which the report influenced action on the part of the School of Education was in the evaluation of graduates from undergraduate teacher education programs. The guidelines for writing an institutional self-study report for the NCATE specifically required information on what the School has done to follow-up on its graduates after they leave this institution. While there had been meager attempts to follow-up on graduates from the graduate programs prior to the writing of the NCATE report, there were no such attempts on the undergraduate level. A major reason for a lack of pertinent empirical data gathering by the School of Education is that it is such a young institution. It has also grown by tremendous proportions during the past four years and it has only been during the fourth year of its growth that the School has both found it necessary and feasible to begin gathering data. While the School was considering doing a follow-up study on its undergraduates in the near future, the writing of the NCATE report speeded up the process by at least one year. According to NCATE Standards, a follow-up study should be representative

of an adequate sampling of graduates. It should also provide information on the availability of jobs for graduates, the type of jobs graduates obtained, and most importantly, the effectiveness of the teacher training program from which students graduated. Finally, a follow-up study should provide data that will be used for needed change in an institution's teacher training programs. The information obtained from the follow-up study performed by this School of Education (see Chapter 4, Volume I of the institutional report) provided adequate information on all but the last two items described above. While the follow-up study did provide one question on how graduates felt their teacher training programs could be improved, this information is only of minimal help in determining the effectiveness of graduates' teacher training programs. The use of the follow-up study for needed change is expected, but as of this date, the follow-up study has not received careful attention. While the present follow-up study did not achieve the two most important goals of such a study, it was an initial step in the process and will have been successful if it proves to be a catalyst for future in-depth studies.

The follow-up study is significant because it is an initial step in the evaluation of the effectiveness of the School of Education. The students who were polled in the study were graduates of the School of Education prior to the restructuring of the undergraduate teacher edu-

cation programs and the formulation of the Teacher Preparation Programs Council (TPPC). Whereas the teacher education programs prior to the formation of the TPPC represented a less than adequate attempt to train future teachers, the TPPC now administers sixteen alternative programs to prepare future teachers and a major commitment on the part of the whole school to provide quality teacher education programs for undergraduate and graduate students. Since the results of the follow-up study presented to the NCATE do not represent graduates from the sixteen alternative programs administered by the TPPC, a future study is essential in order to determine the effectiveness of the new structure in comparison to the older one.

A major weakness of the study was that it was limited in scope in order to be included in the report to the NCATE. It therefore does not represent an in-depth follow-up of graduates. This author recommends that not only should future studies be attempted, but that the future studies should also attempt to gather more data. In addition to a phone call study, written questionnaires should be mailed to all graduates and an attempt to contact the employers of the graduates should also be made. Furthermore, the present study was made in cooperation with the University Alumni Office and the University Placement Office and the cooperation of both of these offices should be encouraged and strengthened in future studies because of the common

investment and interest each of these offices and the School of Education has in graduates from the School of Education.

A major purpose of writing the report for the NCATE was to achieve accreditation for the School of Education at the University of Massachusetts, Amherst Campus. While the accreditation from the NCATE of this School of Education is still pending, it must be noted that the report was written as truthfully as possible in spite of the fact that many of the School's philosophies appear to be in conflict with the NCATE Standards. A second purpose was to provide a vehicle for a major self-evaluation of the School. While the writing of the report was not a "major vehicle" for self-evaluation, it was taken seriously by the faculty and did facilitate some important self-evaluation.

The visiting team and the School of Education met on the final day of the visit for an exit interview in which the visiting team gave their impressions of the School of Education and a general description of the nature of the comments they will make in their report to the Evaluation Board of the NCATE. While the members of the visiting team from the NCATE stated weaknesses that they felt existed in the teacher education programs on the undergraduate and graduate levels of this School of Education, they each applauded the School for the significant contribution it was making to training teachers and the high quality of the School's faculty and student body. They further stated that

the visit was a learning experience for them as well as an accreditation visit.

Evaluation of the Visitation from the NCATE

Before arriving on campus, each member of the visiting team had read the institutional report. Furthermore most of them had read extremely controversial and critical remarks about the School of Education. Many of the members of the team freely admitted that they felt that they were coming to the campus having doubts about the School of Education because of what they read. The team, however, functioned at all times as objective observers and professionals. They did not attempt to try to uncover internal problems, nor did they try to intimidate the people they met because of the positions they held in the accreditation process.

The visiting team spent four full days on the campus and made as complete a study of the School that could have been accomplished in that time. They talked to almost every Learning Center Director, Program Director, Administrator, and many faculty members and students.

Because of the manner in which they carried out their duties, they were a very positive component in the total accreditation process. They perceived their role as being helpful observers rather than as harsh critics. Most of them also felt that they were on the

visiting team to increase their own professional growth by learning from another institution what they were doing to train teachers.

In spite of the fact that many of the visiting team members found that some of the information they had to obtain for the Evaluating Board of the NCATE may not have been necessary, they fulfilled their commitment to the NCATE and obtained it.

The major weakness of the accreditation visit was not in the nature of the team, rather it was inherent in the function of the team as perceived by the NCATE. Since these weaknesses will be discussed in the following chapter dealing with the evaluation of the total process, they will not be discussed here.

In summary, the visiting team from the NCATE performed both objectively and as professionals in spite of much adverse information many had obtained before arriving on campus. While most of the members of the visiting team had different philosophical beliefs about the training of teachers than this School of Education, they left the campus feeling that they had learned a great deal and were open to some changes in their own institutions. Furthermore, they were able to make suggestions to this School of Education, which were openly received, on ways in which it could improve itself in spite of philosophical differences. The main criticisms that this author would make about the visit deal more with the nature of the total accreditation

process than they do with the nature of the specific team that visited the School of Education at the University of Massachusetts and will be discussed in the following chapter.

CHAPTER V

EVALUATION OF THE PROCESS OF ACCREDITING TEACHER EDUCATION INSTITUTIONS

The National Council for Accreditation of Teacher Education is currently the only organization recognized by the National Commission on Accrediting to accredit teacher education institutions in the United States. There are no other accrediting agencies of any importance in the United States concerned with the accreditation of teacher education institutions. An evaluation of the current accreditation process for teacher education institutions in the United States must therefore be an evaluation of the National Council for Accreditation of Teacher Education. Recommendations for the improvement of the process, however, may involve the creation of a new accrediting body or the disbandment of all accrediting bodies. It is the purpose of this chapter to both evaluate the accrediting process as it exists today and to make recommendations for the improvement of the process.

The first chapter of this study described the historical development of the accreditation process in the United States. That chapter stated that the accreditation process for teacher education institutions in the United States has been and continues to be a voluntary process. It also stated that the four major purposes of the NCATE were the following:

1. To assure the public that particular institutions—those named in the Annual List—offer programs for the preparation of teachers and other professional school personnel that meet national standards of quality
2. To ensure that children and youth are served by well-prepared school personnel
3. To advance the teaching profession through the improvement of preparation programs
4. To provide a practical basis for reciprocity among the states in certifying professional school personnel.¹

It is this author's contention that the accreditation process is not "voluntary" in nature and that the stated purposes of the NCATE are not being met. The following evaluation will attempt to illustrate the above contention.

The accreditation process in the United States is not "voluntary" in nature except in a legal sense. That is, there is no federal law stating that teacher education institutions that do not obtain accreditation from the NCATE must either gain accreditation or cease to exist. There are, however, tremendous pressures from all sides that make it mandatory for most teacher education institutions to seek accreditation from the NCATE.

A large percentage of teacher education institutions in the United States rely on their State and Federal government to provide funds for

¹National Council for Accreditation of Teacher Education, Standards for the Accreditation of Teacher Education (Washington, D. C. : NCATE, 1971), p. i.

the maintenance of their programs. While most State and Federal government funds do not specifically require funded institutions to receive NCATE accreditation, it is the author's feeling that non-accredited institutions, especially institutions that lost accreditation, find it more difficult to receive funds than accredited institutions. It is also true that many State governments require that applicants for State certification be graduates of NCATE accredited institutions. In many cases where there is no state requirement, individual school systems require that their applicants for teaching positions have graduated from NCATE accredited institutions. For ethical reasons and survival reasons most teacher education institutions are committed to do all they can to insure that their graduates will not have difficulty in obtaining teaching positions. They, therefore, feel obliged to seek accreditation from the NCATE.

There is also great pressure on teacher education institutions to obtain NCATE accreditation because the great majority of prestigious institutions training teachers in this country have already obtained their accreditation. It is only a powerful and prestigious institution that could maintain the respect of its peer institutions as well as the state and federal governments and the public in general if it chose to boycott the accreditation process. The University of Wisconsin's School of Education was one of the first prestigious institutions to

openly challenge the accreditation process. In 1962 the University's School of Education was given "provisional" certification for its secondary education programs on the undergraduate level. The Dean of the School, Lindley Stiles, challenged the "provisional" status and in so doing, sharply criticized the membership of the NCATE as well as the standards and membership of visiting teams. After much pressure from educators around the country, the press and Dean Stiles, the NCATE reviewed the decision to grant the University of Wisconsin provisional status in its undergraduate secondary education programs and determined that it should have been granted full accreditation.² Less powerful and prestigious institutions could not easily make the choice of facing the probability of losing the support of state and federal governments as well as peer institution and general public support.

While it is true that the early development of agencies accrediting teacher education was based on a voluntary basis, the contention that the accrediting process is presently voluntary is all but a myth. The pressures from state and federal governments, school systems, peer institutions and the public in general are so great that teacher education institutions find it almost mandatory to seek accreditation

²S. Elam, "Will Wisconsin Accredit NCATE?" Phi Delta Kappan, Vol. XLIV, Jan. 1963, Number 4, pp. 154-159.

from the NCATE.

The first purpose as stated by the NCATE for its existence is "to assure the public that particular institutions—those named in the Annual List—offer programs for the preparation of teachers and other professional school personnel that meet national standards of quality. Since there are two parts to this purpose—"assuring the public" and NCATE standards that are "quality" standards," the two parts will be discussed separately. The discussion of the standards will appear in a later section of this chapter because it will be necessary to discuss the standards in relation to the third purpose of the NCATE.

In order to feel "assured" that particular teacher education institutions are meeting national standards of quality, it would follow that the public was indeed aware of the existence of the NCATE. While there have been no formal pollings by national polling agencies as to the awareness of the general public of the existence of the NCATE, it is the opinion of this author that no such awareness exists. In fact, it has been my experience that there is little awareness on the part of students preparing to be teachers, or their parents, and in fact little awareness of many faculty members within Schools of Education as to the existence of the NCATE. It is usually during the preparation for the accreditation process that faculty members of Schools of Educa-

tion become aware of the accreditation process, but since schools only have to seek accreditation every ten years, it is likely that many faculty members of Schools of Education never participate in an accreditation process. Other accrediting bodies such as the American Bar Association or the American Medical Association are very familiar to the general public. This is probably due to the tremendous strength of these bodies as well as the large investment they put into public relations. If the NCATE sees as one of its purposes the awareness of the public of its work, it will have to create a public information department with a large budget whose purpose it is to keep the public informed of its work. Moreover, it would have to create a power base similar to that of the AMA. That is, it would have to be much more of an influence on its members and a powerful political force as well.

The second purpose stated by the NCATE for its existence is: "to insure that children and youth are served by well-prepared school personnel." Since a high percentage of teachers and other school personnel who are teaching today have graduated from NCATE accredited institutions, it would seem fair to look to our schools to determine if their teachers are indeed "well-prepared." The fact is that our school systems are in a critical state of affairs and face severe problems in almost all areas from the urban schools to the suburban

schools to the rural schools. Furthermore, the general public, state and federal government, and teacher education institutions themselves are all well aware that our schools are not doing the job they ought to be doing. This is not to say that teacher education institutions or the NCATE are not trying sincerely to improve our schools. Rather, that the purpose of the NCATE "to insure that children and youth are served by well-prepared school personnel" is not being achieved. There is no body of knowledge in education as there is in medicine that has been scientifically tested and validated. The dynamics of a "good teacher," a "good school," a "good teacher training program" are not scientifically validated. Standards for accreditation can therefore only be based on conjecture.

The third purpose as stated by the NCATE for its existence is "to advance the teaching profession through the improvement of preparation programs." While the accreditation process may have some positive effects on the improvement of some teacher education programs, this effect is only minimal. In order for this purpose to be achieved, several assumptions must be made. First that the standards for accreditation, if met, would insure that the institution meeting those standards was an effective institution. Secondly that those institutions that are accredited by the NCATE do in fact meet the standards as set by the NCATE.

In answer to the first assumption, that the standards for accreditation, if met, would insure effective teacher training institutions. During this critical period in our schools' history and the tremendous differences in educational philosophies among educators in teacher education institutions, the one thing that these educators seem to agree upon is that we do not know how to effectively train teachers. Furthermore, the standards for accreditation are so limited in scope that they could not possibly "insure" quality teacher education programs. One of the major weaknesses in the standards is that they do not deal at all with social issues in the training of teachers. For example, the standards do not concern themselves to any degree with what institutions training teachers are doing to combat institutional racism. This country is experiencing crises of tremendous magnitude in the area of institutional racism to such a degree that it is probably the major issue in education today. As the standards for the NCATE are in their present form, it is not only possible, but a reality, that most institutions that have been accredited by the NCATE are not trying to combat institutional racism. The standards for the NCATE, in order to insure effectiveness of teacher education institutions, must be expanded to include areas that have been traditionally considered to be beyond the realm of educators. The danger of such a new emphasis is that the NCATE standards would be influenced by fads and

political pressure. While this type of expansion may appear to be too delicate an issue for the NCATE, it would be unfair to say that the NCATE can help to improve teacher education institutions on any more than a minimal level until the standards include statements about the major issues facing our country today.

The fourth purpose as stated by the NCATE for its existence is "to provide a practical basis for reciprocity among the states in certifying professional school personnel." Among the four purposes stated by NCATE, it is the fourth purpose that is most achieved by the NCATE. Even this purpose, however, falls short of total success. Of the fifty States in the Union only twenty-eight of them have reciprocal agreements as to movement of teachers from State to State. These States will automatically give certification to anyone who has graduated from an NCATE accredited institution and received certification from the State in which the institution is located. The remaining twenty-two States do not participate in this reciprocal agreement, some of them choosing not to do so, like California and New York because their requirements for certification are more rigid than many of the twenty-eight States that share reciprocity. The purpose of reciprocity is very important to the teaching profession from a practical point of view because it allows teachers flexibility of movement in the country. However, it is the least important of the four pur-

poses of the NCATE.

The above discussion has illustrated how the four major purposes as stated by the NCATE are not being met at the present time. The fact that these purposes are not being achieved does not, however, mean that the NCATE is not making any positive contributions to the improvement of teacher education institutions. It is this author's opinion that the contributions that the NCATE is making to the improvement of teacher education institutions is minimal. The following discussion will attempt to illustrate how restructuring of the NCATE could make it a much more vital force in the improvement of teacher education institutions.

The teaching profession in many ways is a much more difficult profession to accredit than more scientific professions such as medicine. While there is some agreement among members of the medical profession as to the type of knowledge and training that is needed to train doctors, there is virtually no agreement among educators as to the type of training necessary to make good teachers. Because of the unknown ingredients in teacher training, it is the author's opinion that the accreditation of teacher education institutions is an impossible task to perform and that the concept of accreditation should be replaced with a new one. The process of writing an institutional self-study report as well as visitations from external teams of educators

is theoretically a sound one because it allows for an institution to improve itself as a result of deep internal and external feedback. The formulation of the standards for accreditation, the make-up of visiting teams and the threat of an institution losing its accreditation are all contributing factors to making the process currently followed by the NCATE not conducive to the improvement of teacher education institutions.

The concept of accreditation must, therefore, be replaced with a new one. The four existing purposes of the NCATE would be replaced with the following:

1. Mechanisms that encourage internal and external evaluations of teacher education institutions.
2. A commitment to making more facts known about the teacher preparation process.
3. A national forum for sharing crucial issues in education.
4. Mechanisms that would make the profession and the general public aware of current knowledge and issues in teacher preparation.

The position taken here is that the accreditation process should be replaced with a process that allows for institutions to grow from an internal and external evaluation. It should also include a mechanism by which other teacher education institutions would be made aware of that process for their own improvement. Furthermore, the process should provide mechanisms for encouraging teacher educa-

tion institutions to be in a continuous dialogue that is based on a commitment to making more "knowns" in the field of teacher education.

While there are few "knowns" in education, there are many problems and issues that are constantly being discussed by educators. The standards for accreditation should, therefore, be replaced by questions and statements formulated by educators and other individuals (especially students) about those issues and problems. The job of a visiting team would be to see how those issues and problems are being dealt with in particular institutions. Since accreditation would no longer be an issue and the visiting team would not be at an institution to determine if an institution was meeting pre-determined standards, it is probable that the degree of honesty and soul searching on the part of the institutions being visited and the visiting team would be far greater than it is now.

The first chapter of this paper stated that the requirements of the National Commission on Accrediting forced the NCATE to restructure itself so that it would include a majority of representatives from teacher education institutions. Since NCA accreditation would also no longer be an issue, there would be a greater flexibility as to the make-up of the NCATE. The structuring of this "new" NCATE should include greater representation from public school personnel, lay people, students and people such as urban city planners, sociolo-

gists, statesmen and other individuals who either have been committed to education or the solving of problems related to education. The addition of these people would not only make the findings of visiting teams more meaningful, they would also provide a vehicle for making the public more aware of the different practices being followed by teacher education institutions around the country. This would be both because a greater cross section of the population would be represented and because there would be prominent people on the Council and visiting teams that have a wide following.

The accreditation process as it exists today now provides for required reaccreditation visits to institutions every ten years. It is felt that for many institutions that ten years is much too long a time between visits. Again, because accreditation would not be an issue, the amount of time between visits would be flexible. Visits should be made to institutions either at the request of the institutions themselves or at the suggestion of individuals outside the institutions because they feel that these institutions need outside evaluators or that other institutions would benefit from learning about them.

The NCATE is currently considering the creation of a data bank on all of the institutions it has visited in order to allow other institutions to share with each other what they are doing. This idea would be an important element to the "new" NCATE because it would allow

easy access to specific information about teacher education institutions who have been visited. In addition to this type of information, it is suggested that the reports of the visiting committee be written in such a way that they would be able to be read by the general public. Furthermore, these publications should be distributed nationally on a subscription basis with the intent of reaching a wide audience.

Critics of the process described above might take the position that without an accrediting process, our teacher education institutions would face the possibility of reverting to the state they were in during the early part of the twentieth century. That is, that since there would be no accrediting body, teacher education institutions might become "diploma mills." In order to cope with this problem, it is suggested that the regional accrediting associations (described in Chapter One) continue to function. The function they currently have of determining that universities and secondary schools are generally providing "quality" education would prevent teacher education institutions from becoming irresponsible.

It is doubtful if the current membership of the National Council for Accreditation of Teacher Education would seriously consider such a far reaching restructuring as described above unless "prestigious" teacher education institutions in the country began a dialogue with the NCATE stating their felt need for such restructuring. While this

author feels that the commitment that the NCATE now has towards improving teacher education in the country is a sincere one, that commitment is based on assumptions that were valid during the early history of the accreditation process (described in the first chapter) and the current needs our teacher education institutions now face require either a radical restructuring of the NCATE or the formulation of an entirely new body with a similar commitment.

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APPENDIX I

DOCUMENTS RELEVANT TO THE
WRITING OF THE INSTITUTIONAL REPORT
OF THE SCHOOL OF EDUCATION,
UNIVERSITY OF MASSACHUSETTS

-Mail Address

SEP 18 1970



The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

SCHOOL OF EDUCATION

September 17, 1970

Dr. Rolf W. Larson, Director
National Council for Accreditation
of Teacher Education
1750 Pennsylvania Avenue, N.W.
Washington, D. C. 20006

Dear Dr. Larson:

This is to inform you that we would like to have our accreditation visit in the Spring semester of 1972. Since our schedule is quite flexible this far in advance, I will leave the dates for the visit up to you and your associates to determine. Our only request is that, if possible, the visit take place after Easter. We have been known to have a few snow storms up to that point which might jeopardize traveling facility.

If you desire other information, please don't hesitate to contact me.

Sincerely,

A handwritten signature in cursive script, reading "James M. Cooper".

James M. Cooper
Director of Teacher Education

JMC/klc

PRELIMINARY REPORT FOR ACCREDITATION
OF TEACHER EDUCATION PROGRAMS

This report should identify the various programs for which accreditation is being sought and should provide selected basic information about them. The information in the report will enable the Council to make an estimate of the institution's readiness for a visit, will be useful to the staff in helping the institution prepare its report, and will be used as a basis for making the administrative arrangements pursuant to a visit.

Date of Report July 24, 1971

Name of Institution University of Massachusetts
Address Amherst, Massachusetts Zip Code 01002
President Dr. Robert Wood
Name and Title of Administrative Officer Dean School of Education - Dwight W. Allen
for Teacher Education

General Institutional Data

- Total Enrollment as of Fall 1970 (Latest official publication figures)
Undergraduate: Full-time 15,125 (1,371) Graduate: Full-time 2,298 (588)
Part-time 240 (60) Part-time 2,166 (689)
- Total Faculty of Institution (Latest official publication figures) 70.9%
Number Full-time 1,158 (84) Percentage full-time staff holding doctorate (87%)
Number Part-time 153 (21)
- Accredited by New England Regional Accrediting Association.
Date of Last Visit by Regional 1967 . Accreditation status of Graduate Programs at
various levels (use additional sheet if necessary) Same as NCATE
- Are teacher education programs approved by the State? Yes If answer is "no," explain. (Use additional sheet if necessary)
- Indicate scope of program for which accreditation is being sought and data relating to number of completions on succeeding two pages.

(1) Those numbers in parentheses refer to the School of Ed.

1966 edition, Form A, for institutions not accredited by NCATE.

In order to be precisely clear what programs are being accredited, and for what degree levels accreditation is being sought, please complete the blanks below.

A. Indicate ALL programs (showing degree level at which each program is offered) for which ACCREDITATION IS BEING REQUESTED.

	Degree Level			
	Bach	Mastr	6-Yr	Doc+
Programs for Elementary Teachers	X	X	NEW	NEW
Programs for Secondary Teachers	X	X	NEW	NEW
Combination programs--all-grades teachers, K-12				
1. Music				
2. Art				
3. Physical Education				
4.				
Programs for SPECIAL Teachers				
1. Teachers of the Mentally Retarded & emotionally disturbed	X			
2. Teachers of Reading	X	X	NEW	NEW
3. Speech Therapists				
4. School Librarian				
5.				
6.				
7.				
8.				
MAT Program for beginning teachers		X		
Programs for SCHOOL SERVICE PERSONNEL				
1. Elementary School Principals		X	NEW	NEW
2. Secondary School Principals		X	NEW	NEW
3. Supervisors elementary and/or secondary		X	NEW	NEW
4. Superintendents			NEW	NEW
5. Guidance Counselors		X	NEW	NEW
6. Curriculum Coordinators		X	NEW	NEW
7.				
8.				

B. Indicate ALL other teacher education programs (showing degree levels for each) offered by the institution but for which ACCREDITATION IS NOT BEING REQUESTED.

	Bach.	Mastr.	6-Yr.	Doc.

Show total numbers of students completing PRE-SERVICE programs during the past twelve-month period. Identify sources from which completions come (check all which apply):

Regular four-year Bachelor's program 500
 Five-year pre-service program _____
 (may or may not result in MA degree)

Liberal Arts graduates receiving
 Certification preparation 450
 MAT program 50

1. Elementary Teachers 500
2. Secondary Teachers (List teaching majors, with completions for each)
- | | | | |
|----------------------|-----------|-------------------------|------------|
| Art | <u>8</u> | Guidance | <u>12</u> |
| Biology | <u>24</u> | History | <u>42</u> |
| Botany | <u>12</u> | Languages | <u>50</u> |
| Business | <u>5</u> | Math | <u>28</u> |
| Chemistry | <u>14</u> | Physics | <u>12</u> |
| Earth Science | <u>5</u> | Remedial Reading | <u>12</u> |
| English | <u>88</u> | Secondary Education (1) | <u>50</u> |
| Environmental Design | <u>1</u> | Social Studies | <u>102</u> |
| General Science | <u>8</u> | Zoology | <u>2</u> |
3. Combination (Elementary-Secondary K-12) programs for all-grades teaching: Include Art, for example, under 2 above if preparation is for secondary only; include also in 3 those preparing for all-grades teaching)
- Art _____ Physical Education _____
 Music _____ Other _____

- D. Show total numbers of completions for GRADUATE programs during the past twelve-month period:

Completions at each graduate degree level			
	Master's	Sixth-Year	Doctor's
Ed. Elementary Teachers	116	39	20
Secondary Teachers			
Elementary Principal			
Secondary Principal	32	36	26
Superintendent			
Supervisor			
Guidance Counselor (Human Relations)	44	7	10
Curriculum Coordinator	18	2	7
Higher Ed.	21	4	3
Research	2	3	6
Educational Reform	3	2	8

On additional sheets of paper to be stapled to this copy, answer those of the questions below for which answers seem necessary and appropriate. **ANSWER VERY BRIEFLY**, the point being to identify changes since the last NCATE visit but not to describe them. This you will do later in your Report. Select your answers because they have relevance to the philosophy and mechanics of an NCATE revisit, saying just enough to provide the information necessary to implement and direct the visit.

- E. With respect to Standard I, relate in what ways the institution has changed in its TYPE, FUNCTION, or PURPOSE since the last NCATE visit. How has it changed its statements of goals, objectives, basic beliefs, in accord with modifications in function or purpose? (Examples: Has become a multipurpose institution ... etc.
Has gone into graduate work ... etc.)
- F. With respect to Standard II, relate in what ways during this period the institution has changed in its policy making and administrative structure, as these have a bearing on teacher education. (Examples: The growth of the institution has resulted in the formation of several Schools ... etc.
A Teacher Education Council has been formed ... etc.)
- G. With respect to Standard III, relate in what ways the student body (undergraduate and/or graduate) has changed. Have systematic studies been made recently of admissions criteria and procedures? Have any changes resulted? (Examples: A study was made in 1963 of the validity of the grade point average. As a result ... etc.
At the graduate level, a new system of graduate admissions was instituted in 196x. It is based on ... etc.)
- H. With respect to Standard IV, complete the two items below right on this sheet:

1. Report the number and level of preparation of those faculty members who teach courses in professional education and supervise student teaching. Count as **FULL TIME** those persons who give full time to professional education either as administrators (such as Dean of the College of Education or Chairman, Department of Education) or as instructors. Count as **PART TIME** (1) those administrators and faculty members in the institution who teach one or more courses in professional education but have other responsibilities, (2) campus laboratory school teachers only if they teach college level courses or supervise student teachers; and (3) persons outside the institution who teach one or more courses in professional education. Include extension and evening staff.

Highest amount of preparation as indicated by earned degrees or equivalent preparation

Doctor's degree or equivalent preparation

60 semester graduate hours or equivalent preparation

Master's degree or equivalent preparation

Bachelor's degree or equivalent preparation

Number of Full-Time	Number of Part-Time
75	17
8	4
1	

2. Does the institution have some machinery and some criteria for designating those who shall constitute a graduate faculty? Yes X No

- I. With respect to Standard V, what aspects of the curriculum or what programs have been the subject of systematic appraisal during the past period of accreditation? What major changes have taken place?
- J. With respect to Standard VI, relate briefly:
 - a. what laboratory experiences, or what aspects of the program of experiences, have been the subject of systematic appraisal during the past period of accreditation?
(Example: Study of the role of the cooperating teacher in the student teaching experience)
 - b. What changes have been made in:
 - (1) the student teaching program
 - (2) pre- and/or post-student teaching experiences
 - (3) laboratory experiences in connection with graduate programs
- K. With respect to Standard VII, sketch briefly:
 - a. the growth and development of library holdings and facilities during the past period of accreditation
 - b. the curriculum library
 - c. major building additions or remodeling, including spaces for faculty, and other special facilities, used in part or wholly for teacher education programs.
- L.
 - a. In which areas, or in what aspects of its program, does the institution feel the need for a careful study and review by an outside team of visitors?
 - b. What kinds of persons representing what specialization would you suggest ought to be considered for the visiting team?

With respect to Standard I, relate in what ways the institution has changed in its TYPE, FUNCTION, or PURPOSE since the last NCATE visit. How has it changed its statements of goals, objectives, basic beliefs, in accord with modifications in function or purpose?

We are seeking accreditation for our programs beyond the Master's level.

A change reflected in the total nature of the school is a commitment to individualized education while maintaining high standards of excellence.

With respect to Standard II, relate in what ways during this period the institution has changed in its policy making and administrative structure, as these have a bearing on teacher education.

With the arrival of Dwight W. Allen in January of 1968, the school began a complete self-evaluation. One result was a new constitution and a new school body called the School Council. The new constitution gives students voting rights in all decision making bodies. It also provides that the school be divided into 15 "learning centers", each of which handles its own admissions, resources and specific type of teacher training functions.

Center for the Study of Aesthetics in Education

Center for Foundations of Education

Center for Human Potential

Center for Human Relations

Higher Education Program

Counselor Education Program

Center for Humanistic Education

Center for Innovations in Education

Center for International Education

Center for Leadership in Educational Administration

Center for Educational Media and Technology

Center for Educational Research

Center for Teacher Education

Center for Urban Education

Occupational Education Program

Reading Program

Non-Center

- G. With respect to Standard III, relate in what ways the student body (undergraduate and/or graduate) has changed. Have systematic studies been made recently of admissions criteria and procedures? Have any changes resulted?

A study was made in 1968 of the validity of the grade point average and it was decided that undergraduates and masters degree students would go on a partial pass-fail system. Doctoral students have gone on a total pass-fail system and are evaluated by a doctoral committee. They also make an on-going individual evaluation by way of a portfolio of all related school and non-school experiences. The portfolio is to be a major element in the Doctoral Committee Evaluation of the student.

The school has begun a study of institutional racism and is actively trying to integrate both the faculty and the student body.

- ii.2 Does the institution have some machinery and some criteria for designating those who shall constitute a graduate faculty?

Graduate Faculty is divided into three levels:

Level 1: Doctoral Committee members must have a terminal degree, 2 refereed publications plus experience directing master's theses.

Level 2: Masters Committee members must have terminal degree and 1 refereed publication.

Level 3: Teachers must have terminal degrees or a particular specialized competence.

Candidates for all three levels must have outstanding recommendations and be approved by the Graduate Council of the University.

- I. With respect to Standard V, what aspects of the curriculum or what programs have been the subject of systematic appraisal during the past period of accreditation? What major changes have taken place?

The School of Education has adopted a policy of continuous evaluation of its programs in teacher education. There are five major methods used to insure the process continues:

1. The School of Education Evaluation Committee has been set up to evaluate the program as a whole. It consists of five members from the School of Education itself, five members from the University who are not in the School of Education, and five members at large.
2. Each center has a review committee that makes a complete report to the school every three years and a minimum of one less comprehensive report annually.
3. Twice each year every student is asked to fill out an evaluation form in each course they are taking. The form is used to evaluate effectiveness of teachers, course content, and how the course helps students to meet individual professional needs.
4. When immediate problems arise, a representative group of faculty and students meet for an uninterrupted retreat outside of the University walls.

5. Students and faculty are encouraged to help in the evaluation process by attending School Council meetings as often as possible and to present there, any suggestions for the school's improvement they might have. Already mentioned is that the School is divided into centers. The other major change that has come about as a result of this evaluation process is the formation of the Teacher Preparation Programs Council (TPPC) consisting of undergraduate and graduate students and faculty. The Council has developed a number of alternative routes an undergraduate may choose from in procuring his degree depending on his own personal and professional interests.

Alternative Schools (TASP)

Early Childhood (ECE)

"Explorations"

Fitchburg Teacher Exchange

Individualized Programs

International Education

Mark's Meadow (TEPAM)

Martha's Vineyard

Masters in Arts of Teaching (MAT)

Masters of Education Program Elementary Ed.

Media Specialists Program for the Deaf

Model Elementary Teacher Ed. Program (METEP)

Off-Campus

S.H.P. Undergrad. Masters Teacher Ed. Program

Teacher Training for Distributive Ed.

Urban Education (CUTEM)

ith respect to Standard VI, relate briefly:

- a. What laboratory experiences, or what aspects of the program of experience, have been the subject of systematic appraisal during the past period of accreditation?
- b. What changes have been made in:
 - (1) the student teaching program
 - (2) pre-and/or post-student teaching experiences
 - (3) laboratory experiences in connection with graduate programs

a. A study of the role of the cooperating teacher, the supervisor and the student teacher in the student teaching experience has been made.

A study was also made by the TPPC to see in what ways student teaching experiences could be made to fit the professional and personal needs of student teachers.

1. The student teacher can now teach in a large variety of on and off campus arrangements anywhere from an urban ghetto to an open classroom. He may teach in a variety of locations anywhere from Massachusetts to California to England.

2. Though it can be re-negotiated, students are asked to enter the School in one of over 15 programs that will lead to a student teaching experience that compliments the program.

3. The individualized nature of the undergraduate program is also a major factor in the graduate programs. All graduate students are strongly directed towards combining experiential learning with academic learning while they are here. Graduate students can earn independent study credits for any experiential learning situation on or off campus that their graduate committee feels is complimentary to their total program.

7. With respect to Standard VII, sketch briefly:
- the growth and development of library holdings and facilities during the past period of accreditation
 - the curriculum library
 - major building additions or remodeling, including spaces for faculty, and other special facilities, used in part or wholly for teacher education programs.

	<u>1961</u>	<u>1971</u>
Professional Books	2,820	17,449
Reference Books	200	670
Elementary Text Books	1,041	2,700
Secondary Text Books	814	2,400
Bound Periodicals	0	2,925
Juvenile Books	1	4,465
Curriculum Guides	0	1,405
Total Books	9,876	52,074
Microfilm	0	236
Microfiche (ERIC)	0	67,402
Circulation	11,617	56,171

8. School of Education has recently moved to the University's new Graduate Research Center. The facilities in the new center will make it possible for the library to grow even more than it already has in the use of space for students and enlarging its collection. Although the library has grown tremendously in the last ten years, especially since 1968, the School has as one of its top priorities to expand its collection even faster in the next three years.

- L.
- a. In which areas, or in what aspects of its program, does the institution feel the need for a careful study and review by an outside team of visitors?
 - b. What kinds of persons representing what specialization would you suggest ought to be considered for the visiting team?

a. We would like to have our TPPC program looked at to find new and better ways for helping students to procure more individualized learning while maintaining high professional standards.

Our doctoral programs have not been accredited before and therefore need special attention.

c. We are still in the midst of a total change in our School since 1968 and would find it very helpful to have someone on the team who has had recent experience in starting a new School of Education.

Our School of Education is devoted to constant evaluation and, whenever necessary, change; and many of our students are specializing in becoming "change agents". This is so integral a part of the School's makeup, it might be helpful to have a "change agent" be part of the team.



NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

1750 Pennsylvania Avenue, N. W., Washington, D. C. 20006 ■ 293-7118

August 23, 1971

Rolf W. Larson
Director

Bernard V. Rezabek
Associate Director

A council of
22 Members:

10 Colleges and
Universities

3 Learned Societies

6 Teachers and
Administrators

2 State
Departments
of Education

1 School Board
Member

Dr. Howard L. Millman
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

Dear Dr. Millman:

Thank you for your recent letter and the enclosure of the Preliminary Report for accreditation of the teacher education and school service personnel programs. The NCATE staff has thoroughly studied this report and the following comments and observations have resulted. You and your colleagues are to be congratulated for the thorough way in which you have answered each of the sections of the Preliminary Report.

This is both an initial and a reaccreditation request, and the scope of the program includes the reaccreditation of elementary and secondary teachers at the Bachelor's degree level; elementary and secondary teachers at the Master's degree level; and the school service personnel programs (elementary principals, secondary principals; elementary/secondary supervisors; curriculum coordinators; and guidance counselors) at the Master's degree level; and the initial accreditation of the elementary and secondary teachers at the Specialist's and doctorate levels; and the school service personnel programs (elementary principals, secondary principals, supervisors [elementary and secondary], guidance and curriculum coordinators) at the Specialist's and doctorate degree levels. Please note that the mentally retarded and emotionally disturbed teacher education programs and the teachers of reading will be subsumed under elementary and/or secondary teachers program.

In order for the aforementioned programs to be eligible for the NCATE evaluation and accreditation, the Council has stated that they must be state approved, regionally accredited, and have completions (graduates).

This letter also confirms again the dates of March 20-22, 1972 for the team visit. Under the Modifications of the Evaluation Process, recently adopted by the Council, a visiting team to multipurpose universities must include a chairman and 8 members. It would appear that the evaluation team would include the following specialists in addition to the chairman, Dr. J. D. McComas, elementary education, secondary education, academic specialist, student personnel services

plus guidance, graduate generalist, school administration, curriculum specialist, and practitioner. Two persons will be selected in each of the above specialization areas in order for you to make a choice. The suggested panel of visitors is being prepared for your approval, and will be mailed under separate cover within a few weeks. If you want one or two persons to cover areas which you feel may need strong emphasis or assessment instead of one or two of the above, please let us know.

As you will notice from the enclosed fee scale, the visitation fee is \$1600. An invoice in this amount is enclosed.

Since some of your graduate work is up for initial accreditation, you will perhaps want to give special attention to the evaluation of graduates, use of evaluative results to improve advanced programs, and long range planning.

We are enclosing a number of documents which we hope will prove helpful. We would like to call your attention to the Guide for Preparing the Institutional Report.

As you continue to prepare the Institutional Report and for the evaluation, you may have questions. If so, do not hesitate to write or call us. If you are in the Washington area, stop by for a visit.

Sincerely,

12/11/71
Catherine Coleman
Associate Director

Enclosures: Fee Schedule
Invoice
Steps to be Followed. . .
A Checklist to Judge Accreditability
Standards (new)
Guide for Preparing Institutional Report

July 16, 1971

Dr. Rolf Larson, Director
National Council for
Accreditation of Teacher Education
1750 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

Dear Dr. Larson:

In response to your letter of June 18th, I am happy to reply that although we are sorry that Dr. Krathwohl will be unable to accept the assignment as NCATE Team Chairman for the the scheduled Accreditation Visit to our School of Education in the Spring of 1972, we are very pleased with the high caliber of the people you have nominated as substitutions for Dr. Krathwohl. We would be pleased to welcome any one of the three men you indicate as the Chairman of the Visitation Team. Since you do ask us to determine an order of preference for invitations to serve as our NCATE Team Chairman, I would indicate the following order: 1) Dr. McComas; 2) Dr. Stutz; 3) Dr. Openshaw.

I appreciate your consideration in permitting us to respond to your potential selections.

Sincerely,

Earl Seidman
Associate Dean
of Academic Affairs

ES/cf

cc: Dean Allen
Howard Millman, Graduate Assistant ✓

Dr. Robert Wood--12/9/71

-3-

The evaluators are:

- Dr. J. D. McComas, Dean, College of Education, University of Tennessee, Knoxville 37916
(Chairman)
- Mrs. Louise E. Rees, Chairman, Library Science Department, Library 127,
Bowling Green State University, Bowling Green, Ohio 43403 (instructional resources)
- Dr. George W. Kopp, Dean of Graduate Studies, State University of New York College
at Oswego, Oswego, New York 13126 (graduate-general)
- Dr. Dale W. Scannell, Dean, School of Education, 112 Bailey Hall, University of Kansas,
Lawrence 66044 (secondary-professional)
- Dr. Geraldine E. La Rocque, Associate Professor of English, Teachers College,
Columbia University, New York, N.Y. 10027 (academic)
- Dr. B. L. Sharp, Dean, College of Education, University of Florida, Gainesville 32601
(guidance and student personnel services)
- Mrs. Clara Mae Fraling (Classroom Teacher), Cecil Elementary School, 704 Radnor Avenue,
Baltimore, Maryland 21212 (curriculum)
- Mr. William Lehrer, Principal, McKinley School, 1901 West Central Avenue, Toledo,
Ohio 43606 (laboratory experiences)
- Dr. Robert S. Fisk, Professor of Educational Studies, State University of New York at
Buffalo, Buffalo, New York (school administration)
Mailing address: 4200 Harris Hill Road, Williamsville, New York 14221
- Dr. Dorothy McGeoch, Director of Clinical Experiences, State University College at Potsdam,
Potsdam, New York 13676 (elementary)
- Dr. David L. Fitzpatrick, Director, Bureau of Teacher Certification and Placement,
State Department of Education, 182 Tremont Street, Boston, Massachusetts 02111
(representing the State Dept.)
- Miss Euphrosyne Georgas, 742 Boylston Street, Newton Highlands, Massachusetts 02161
(representing the State Teachers Association)

(Personal Data Sheets enclosed)

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle, Washington, D.C. 20036 (202) 293-2450

May 5, 1971

Dr. Dwight Allen
Dean, School of Education
University of Massachusetts
Amherst, Massachusetts 01002

Dear Dr. Allen:

Accreditation by the National Council for Accreditation of Teacher Education is an important achievement. Attaining it is a mark of distinction, for it reflects the judgment of peers that your faculty, program, organization, and resources are carefully planned and utilized. Noting an impending NCATE visit to your institution, I am calling your attention to the availability of the AACTE Consultative Service for Teacher Education to assist you in your preparation.

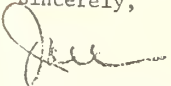
Utilization of the AACTE Consultative Service certainly does not guarantee success in securing NCATE accreditation. It does provide "outside" advice concerning your institution now and what appears to be needed. The AACTE seeks to keep its consultants informed relative to the proposed new standards and to increase their competences in assisting collegiate staffs.

Some materials are enclosed to aid you in considering the use of an AACTE consultant or team. If you are interested, please call me at the above number or write me at the above address. Before a consultant actually visits your campus, he is encouraged to contact you to plan carefully concerning his preparation and yours.

One final point is in order: The AACTE Consultative Service can provide consultative assistance in the broad field of teacher education. Accreditation is a major emphasis but not the only one.

Best wishes for a continuing good personal and professional year.

Sincerely,


Joel L. Burdin
Associate Director

db

Enclosures: three

*Dwight, I hope all goes well your way.
Please give my greetings to Jim.*

ADVANTAGES TO COLLEGES AND UNIVERSITIES
IN UTILIZING THE
AACTE CONSULTATIVE SERVICE FOR TEACHER EDUCATION

Securing a consultant through the AACTE Consultative Service offers several distinct advantages. While we know that institutional officials can identify and secure experts to serve as consultants, we recommend making arrangements through the AACTE, the recognized national voluntary association for teacher education. The merits of securing an AACTE consultant (or team) include:

1. An institution can increase the objectivity and credibility of the outcomes of a consultation by involving an outside party -- the AACTE -- in the selection of a consultant.
2. By calling upon the AACTE Consultative Service, an institution increases the number of competent individuals involved in the process of selecting a consultant.
3. An interested institution is more likely to secure a knowledgeable, but less biased, "outsider" as a consultant.
4. A college or university has a greater selection of a potential consultant, than available to it relying upon its own resources or knowledge.
5. It is possible to select an individual as a consultant who has specific knowledge and skills intimately related to the institution's particular concern or need.
6. AACTE consultants are knowledgeable about how institutions may best prepare for an accreditation visit, e.g., how to organize the college for the self-study process.
7. AACTE consultants are informed through seminars and meetings about the latest changes and interpretations of the Standards for accreditation.
8. Institutions can seek advice from AACTE consultants concerning ongoing or proposed projects in various agencies and organizations, for example, those funded through the Education Professions Development Act.
9. AACTE consultants have easy access to the resources of the Association which can be utilized by the institution as a result of the consultation.

10. AACTE consultants are generally knowledgeable about contemporary trends and innovative activities in teacher education, and therefore bring a wider perspective to the particular concerns confronting an institution.

The AACTE encourages its member institutions to utilize the Consultative Service for Teacher Education.

Statement Prepared by

---Richard Davis, Dean
School of Education
University of Wisconsin-Wisconsin

---Earl Rand, Dean
Graduate School
Texas Southern University

Adopted by Committee on AACTE
Consultative Service, October 30, 1970

MAY 27 1971

May 25, 1971

Dr. Joel Burdin
Associate Director
American Association of Colleges
for Teacher Education
One Dupont Circle
Washington, D. C. 20036

Dear Joel:

Thank you for calling the AACTE Consultive Service to our attention.
I think that we are far enough along that we will not need it, though
it certainly is a good idea.

Sincerely,

Dwight W. Allen
Dean

DWA:mk

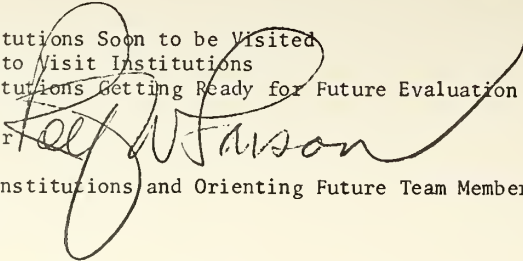
bcc: Earl Seidman ✓

National Council for Accreditation of Teacher Education
1750 Pennsylvania Avenue, N. W. Washington, D. C. 20006

June 4, 1971

TO: Administrators at Institutions Soon to be Visited
Chairmen of Teams Soon to Visit Institutions
Administrators at Institutions Getting Ready for Future Evaluation

FROM: Rolf W. Larson, Director



SUBJECT: An Idea About Helping Institutions and Orienting Future Team Members:
For Your Reaction

Recently a committee of the Council addressed itself to several basic problems and when it had concluded, it wondered if it had hit upon a solution which might be agreeable to many. The basic problems were these:

- a. Institutions about to be visited, not being acquainted with the new Standards, want to get someone from the institution on a visiting team, preferably a key person who will be involved in producing the institutional report.
- b. With the new Standards, teams tend to need more help, but financing is tight and efforts are being made to keep down team size.
- c. The Council needs badly to have more potential team members who have had some kind of preparation for being on a visiting team.

The regular visitation operation, of course, will bring experience to many institutional representatives, but obviously the rules do not permit the assignment of a particular institutional representative to a particular school. In these times of some financial bind, every effort is being made to keep teams as small as possible to reduce the costs. Finally, budget resources do not allow the NCATE to orient every potential team member. Thus current policies do not tend to solve all three of the problems.

The solution generated in the committee is essentially as follows: Could institutions coming up for accreditation visits in the near future appoint someone from their faculties to be an observer and aide on a team, at the sending institution's expense? This might have the following benefits:

- a. The institution about to prepare for an NCATE visit would get a key person from its own faculty familiar with an institutional report (the institution visited) and with the elements and procedures of an accreditation visit, at a reasonable cost.
- b. The team chairman would get an aide, a lieutenant, who would stick with him, be of use to him, and learn from him, during the three-day period.
- c. The Council would get a potential team member, experienced as a result of the observation, for future team assignments. This would be a partial solution, at least, for the lack of money available to orient potential team members.

A few simple ground rules would have to be established. I think that the Council would want the team chairman and the administrator at the visited institution to give concurrence. The Council probably would want assurance that the observer recommended by an institution would be willing to serve on future teams and would possess the general qualities which such service requires. The observer would have to commit himself to arriving on time and staying for the designated period. He would have to study the Standards and other materials carefully before coming. But these rules could be worked out if the idea itself is generally acceptable.

I would be much interested in knowing whether or not you think this idea has any merit. The plan has the advantage of being capable of use to any degree we want--some can participate, if they wish, and others do not have to do so. If you who are receiving this are chairmen, please let us know how you would feel about getting such an observer/aide. If you who are receiving this are institutional administrators, let us know how you feel. If you wish to go so far as to answer affirmatively and give us the name of your faculty member who should be such an observer, it would save time and effort to designate someone in your response. We can take it from there, finding an institution of your same type to which the observer can be sent. If you who are receiving this are administrators at an institution being visited in 1971-72, we would welcome your reactions to having such a person attached to a team coming to your institution.

August 26, 1971

Dr. Rolf Larson, Director
National Council for
Accreditation of Teacher Education
1750 Pennsylvania Ave., N.W.
Washington, D.C. 20006

Dear Dr. Larson:

Just a letter to thank you for the cooperation you have extended to us and especially to Howard Millman in our preparations for the NCATE Visit.

I've just discussed your most recent telephone call with Howard concerning our report and the possibility of our sending an observer on a visit to an institution that is coming up for accreditation. Howard as you know has been working very closely with the faculty members in our School involved in coordinating the materials for the report. He should be finishing his doctorate in June and I think that he would be an ideal person to send on an observation to another institution since the experience he would gain would be of assistance to us in preparing for our visitation. He is also interested in serving NCATE in the future. If Howard is acceptable, we would be happy to enter into the arrangements you described in one of your recent memorandums.

I am sorry to hear that Dr. Rezabek is ill and I hope that he will make a speedy recovery. Thank you once again for your consideration and cooperation.

Sincerely,

Earl Seidman
Associate Dean
of Academic Affairs

ES/cf

APPENDIX II

THE INSTITUTIONAL REPORT OF
THE SCHOOL OF EDUCATION,
UNIVERSITY OF MASSACHUSETTS

THE SCHOOL OF EDUCATION
UNIVERSITY OF MASSACHUSETTS

AN INSTITUTIONAL REPORT FOR
THE NATIONAL COUNCIL FOR
ACCREDITATION OF TEACHER EDUCATION

MARCH 20-22

1972

VOLUME I—UNDERGRADUATE PROGRAMS

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VOLUME 1: BASIC PROGRAMS

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VOLUME I: BASIC TEACHER EDUCATION PROGRAMS

INTRODUCTION

The School of Education at the University of Massachusetts, Amherst Campus, is a young, growing and dynamic institution. Being young, it is experiencing growing pains; however, the important contributions, described in this Report, that it has already made in innovating educational systems can be attributed to the excellence of both its faculty members and its student body.

While the following Report emphasizes that the School of Education is committed to experiential learning and action oriented programs, it must also be noted that it is actively engaged in educational research programs. A recent poll (see Appendix) has rated this School of Education thirteenth in the country in terms of quality programs of educational research.

The major factors determining the organization of the following self-study report have been the "guidelines" for preparing such a report and the "Standards for Accreditation" as stated by the NCATE. Whenever possible, we have tried to respond to guidelines seeking historical or developmental descriptions by presenting the actual documents that describe such an event.

Intertwined with the factual presentations in the Report are statements, descriptions, documents, etc. that reveal some of the less tangible aspects of this institution. The attachments to the main body of this Report also deal with these aspects of the School.

This Report does not contain a special chapter on "Experimental Programs;" however, the School of Education has been committed to experimentation in education since the arrival of its new Dean, Dr. Allen, in the Fall of 1968. This commitment and the history behind it is described in the following excerpt from a School of Education publication (A View/A Review/A Vision [included with the attachments to this Report]):

Since the fall of 1968, the School of Education, University of Massachusetts/Amherst has been engaged in a bold and ambitious attempt to become a focal point of major, thoroughgoing, reform and revitalization of education in America.

This effort began in the fall of 1968, when 100 faculty and graduate students from throughout the country joined Dwight Allen, (who had become Dean in January of 1968) and the approximately 50 faculty and doctoral students already at the School, to participate in what had been designated as a "planning year". During this year, the majority of the time and effort of the School community was devoted to the design of a "new" School of Education, a school which could become a powerful force for changing education to meet more effectively students' needs for living in today's world and society's needs for education to improve the quality of life for all its members.

One of the major decisions made during the "planning year" was that the School should remain experimental: that it should constantly remain in touch with the realities of societal needs and the kinds of educational directions dictated by those needs; that it should continuously reassess its own programs and priorities; and that it should provide constant support for experimentation and exploration of new approaches to education for all.

What we aspire to -- is to create and maintain the School as a center which provides the knowledge, skills, energy and vision for pervasive, constructive, sensitive, and creative change in education at all levels in this country. Internally, this goal dictates that the School itself become a new kind of institution, both to provide effective education for its members and to serve as a laboratory and model for more effective educational methods and structures in the field. Externally, this goal means that we must find ways to develop mutual communication with practitioners in the field as a means of keeping in touch with the external realities and reaching our goal of major change in educational practices as a means of improving society and the quality of life for each individual.

Looking back on the planning year, many of the programs and structures designed have become realities; others are coming more slowly to fruition; others have fallen by the wayside; and new programs have begun to emerge. It is expected that this pattern of change and growth will be a continuing one in the School, although at a slower pace than during those first three years.

Scope of the Report

The School of Education at the University of Massachusetts, Amherst Campus, is seeking reaccreditation for those programs that were accredited by NCATE in 1963. It is also seeking initial accreditation for new programs on the masters level and its programs on the doctoral and 5th year level. The following scope sheet indicates which programs are to be considered for reaccreditation or initial accreditation. Even though the chart indicates the programs for which we are seeking accreditation, it does not indicate the administrative set-up of those programs as they differ from the headings the NCATE suggest. The School is divided into "Learning Centers" rather than structural programs and graduate students enter into the Learning Center which most focuses on their area of interest. That is, graduate students seeking preparation in Elementary and Secondary Teacher training would be included in the Teacher Education Center; those seeking preparation in Elementary Principalship, Secondary Principalship, Superintendency and Supervisor would be included in the Educational Leadership and Administration Center; and those seeking preparation in Guidance Counseling could be included in the Human Relations Center. Undergraduates, on the other hand, enter into one of 16 alternative teacher training programs administered by an all School Council called the Teacher Preparation Programs Council. The chart does indicate, however, the additional focus of centers for which we are seeking accreditation: Higher Education, Research and Educational Reform.

SCOPE SHEET

Training in teacher education (showing degree levels for each area)
for which ACCREDITATION ACTION IS BEING REQUESTED

Programs for EDUCATIONAL INSTRUCTION	Bacc.	Mast.	Spec.	Doct.
1. Elementary	X	X	NEW	NEW
2. Secondary	X	X	NEW	NEW

Programs for SCHOOL SERVICE PERSONNEL

	Mast.	Spec.	Doct.
1. Elementary School Principal	X	NEW	NEW
2. Secondary School Principal	X	NEW	NEW
3. Supervisor (elem. and/or sec.)	X	NEW	NEW
4. Curriculum Coordinator	X	NEW	NEW
5. Superintendent		NEW	NEW
6. School Counselor	X	NEW	NEW
7. School Psychologist	X	NEW	NEW
8. Higher Education	NEW	NEW	NEW
9. Research	NEW	NEW	NEW
10. Educational Reform	NEW	NEW	NEW

The School of Education received accreditation for all of the undergraduate programs and graduate programs^{*} listed in the preceding chart from the New England Association of Colleges and Secondary Schools in 1967 and will be up for reaccreditation in 1977. The State Agency (Massachusetts Department of Education) does not do a separate accreditation visit; however, it does grant approval to any Teacher Education program the New England Association of Colleges and Secondary Schools accredits.

*The term "program" will be used throughout this report; however, it must be emphasized that graduate students enter into Learning Centers which have a specific focus and that individual "programs" are worked out in a manner to be described in the graduate section of the report. Undergraduate students, on the other hand, enter into one of the 16 possible alternative programs described in the chapter on "TPPC".

3. Show total numbers of completions for GRADUATE programs during the past twelve-month period:

		Completions of each graduate degree level		
		Master's	Fifth-Year	Doctor's
Teacher Ed.	Elementary	116	39	20
	Secondary			
Scholarship & Administration	Elementary Principal			
	Secondary Principal	32	36	26
	Superintendent			
	Supervisor			
	Guidance Counselor (Human Relations)	44	7	10
	Curriculum Coordinator	18	2	7
	Higher Ed.	21	4	3
	Research	2	3	6
	Educational Reform	3	2	8

Introduction to Basic Programs

We have had a significant number of graduates in all of the undergraduate and graduate programs for which we are seeking accreditation. The following chart indicates the number of graduates in each of our programs for the academic year of 1970.

Total number of students completing PRE-SERVICE programs during the past twelve-month period; sources from which completions come.

Regular four-year Bachelor's program 500
 Five-year pre-service program 50
 (may or may not result in MA degree)

Liberal Arts graduates
 receiving Certification
 preparation 450
 MAT Program 50

1. Elementary Teachers 500
2. Secondary Teachers (List teaching majors, with completions for each)

<u>Art</u>	<u>8</u>	<u>Guidance</u>	<u>12</u>	
<u>Biology</u>	<u>24</u>	<u>History</u>	<u>42</u>	•.
<u>Botany</u>	<u>12</u>	<u>Languages</u>	<u>50</u>	
<u>Business</u>	<u>5</u>	<u>Math</u>	<u>28</u>	
<u>Chemistry</u>	<u>14</u>	<u>Physics</u>	<u>12</u>	
<u>Earth Science</u>	<u>5</u>	<u>Remedial Reading</u>	<u>12</u>	
<u>English</u>	<u>88</u>	<u>Secondary Education (1)</u>	<u>50</u>	
<u>Environmental Design</u>	<u>1</u>	<u>Social Studies</u>	<u>102</u>	
<u>General Science</u>	<u>8</u>	<u>Zoology</u>	<u>2</u>	

Nature of the Upcoming NCATE Visit

The visiting committee of the NCATE will be examining both programs that were accredited in our last visit in 1963 and programs that have not been accredited yet. (See Scope Sheet) Basically, all of our programs including undergraduate and master's level were accredited in 1961, while all of our programs beyond the master's degree are up for accreditation for the first time.

Independent Accreditation

While the School of Education's program in each of its individualized fields make it possible for students to receive general accreditation in the Commonwealth of Massachusetts, there are some programs which also enable students to receive accreditation in their field of specialization. However, since we try to make our programs as individualized as possible, we usually offer the courses necessary for specialized accreditation on an optional basis. We have several programs in which that option is often taken. For example, people in our Distributive Education program usually take courses that allow them to receive certification from the State of Massachusetts Department of Education in Vocational Education or Agricultural Education depending on which courses they have taken. People in our program for Media for the Deaf which is just getting off the ground, will have the option of receiving State certification in Special Education. We also have many graduate students who use the option of taking the necessary courses that will enable them to receive State and/or National accreditation from the American Personnel and Guidance Association, the American Association of School Administrators, or the International Reading Association.

CHAPTER I

The Institution and Its Characteristics

Section 1: An Overview of the University

The University of Massachusetts is a complex medium-sized State University originally located in Amherst, Massachusetts. Founded in 1863 as a landgrant college, with four teachers and four wooden buildings, the Massachusetts Agricultural College became a state college in 1931 and a University in 1947. Although the University now includes a Boston campus and a prospective Medical College in Worcester, scheduled to open this Fall, this report is concerned solely with the University's operation in Amherst.

The University campus consists of over 1,200 acres and 150 buildings including classrooms, laboratories, administration buildings, dormitories, dining halls and physical education and athletic facilities. It now has an enrollment of 18,000 undergraduates and over 2,200 graduates. That figure is expected to reach a ceiling of 25,000 by 1975. Work at the doctorate level is now available in 50 fields as well as in other fields offered in a cooperative venture with Amherst College, Mount Holyoke and Smith. The Visiting Committee of the NCATE ten years ago would hardly recognize the University now as the older buildings have been blended in with scores of new, more modern and more functional ones. Even though the physical plant is not enough to determine a University's educational value, the physical plant of the University of Massachusetts does reflect a vigorous attempt to meet the needs of a rapidly growing student population.

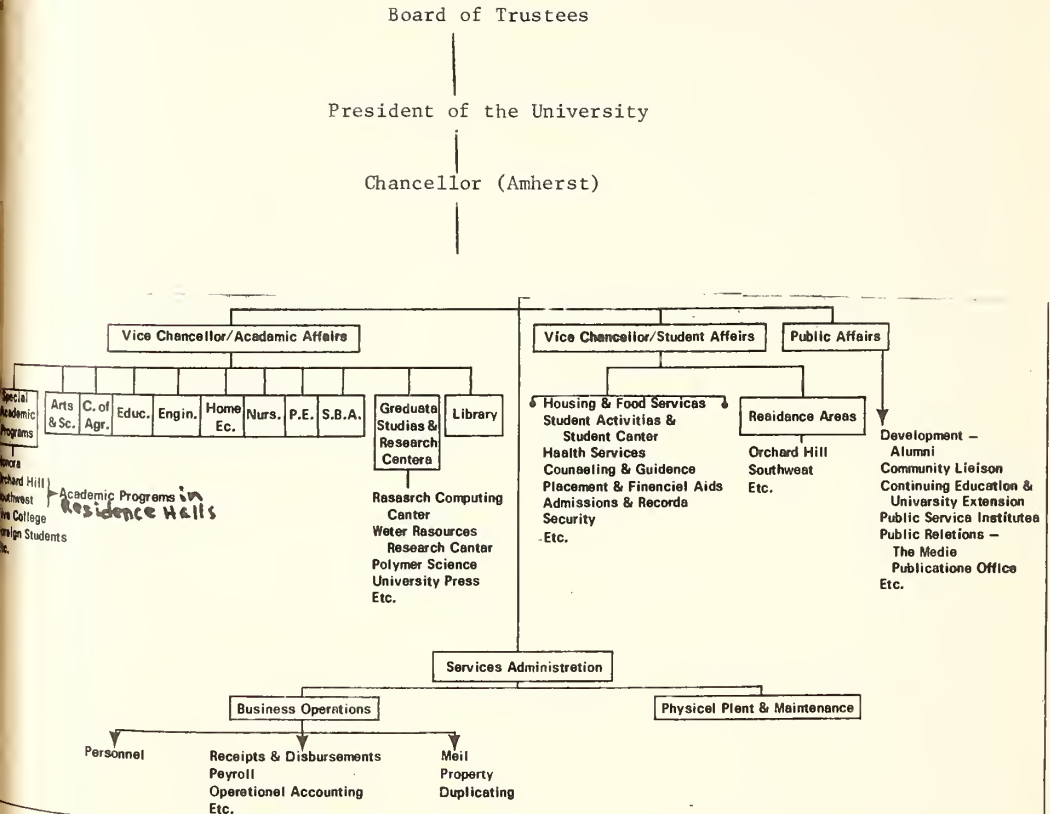
The University recognizes the important role it should have in the building of the nation's citizenry. Former Chancellor Oswald Tippo typified this commitment when he said in the University's 1970-71 Bulletin that "This University is based on the concepts of human dignity, intellectual freedom and reasoned understanding. Our aim is to create a richly responsive community within which individuals may

learn to become what they wish to be, while finding answers to each of these questions."

In order to fulfill this commitment in 1970-1971, the University has 1,158 full time faculty, a total professional staff of 651 and an annual state appropriation for 1970-1971 of \$58,597,889.

Administrative Structure

The following organizational chart shows the relationship of the School of Education to the rest of the University. The School of Education is one of the nine schools and special programs represented in the University of Massachusetts.



Chapter 1

Section 1: An Overview of the University

The organizational chart is a revised one as of May 1970. Certain aspects of the chart may be up for revision next year, but it is now operational pending any further revision.

It should be noted that the Deans of the various schools and colleges have direct access to the Vice Chancellor of Academic Affairs, who serves as the academic officer of the University in all administrative matters having to do with the undergraduate programs.

The faculty is organized in a representative body called the Faculty Senate. While the Board of Trustees is the final authority on all policies, the Senate must be consulted on matters pertaining to educational policy, and it may make recommendations on other matters of University concern.

The University also has a Graduate School Council that serves as the academic policy making body within the University on all matters relating to graduate studies, subject, however, to the Senate's approval. The Graduate Council, with Senate approval, establishes and administers policies and standards governing development and change in graduate curricula, including cooperative degree programs, the eligibility of students for admission, financial aid, graduation, the qualifications required of faculty for graduate teaching assignments, and for membership on the Graduate Faculty and the Graduate Council. The Graduate Council is also responsible for the development and maintenance of a system for the equitable resolution of differences, and issues which may arise between and among graduate students and graduate faculty. (This description is taken from one given by the Graduate Council entitled, Organization of the Graduate Council and can be found in Appendix 1.)

The requirements for graduation follow the pattern found in most state universities. General university-wide requirements are designed to secure breadth

Chapter 1

Section 1: An Overview of the University

of contract with a number of basic academic disciplines, while school, college and departmental requirements supplement the general requirements. Each student program must include courses in designated subjects, such as, communications skills and introductions to humanities, social and behavioral science, and mathematics and natural sciences. A greater measure of free choice has been accorded to students beginning with the Class of 1966.

Generally the University curriculum can be designated as traditional, meaning that it follows the commonly accepted patterns of courses for a certain number of hours, credits, selection of majors, standard grading and adherence to a specified grade point average for graduation. Problems experienced are those found in all universities - many large lecture sections and great reliance on textbook and required outside readings.

One of the more forward-looking innovations in the academic program is the establishment of two residential colleges - Orchard Hill and Southwest College. As the catalogue states, "Both endeavor to increase the academic atmosphere of residences by having regular classes in the building, and by encouraging extra academics such as playreadings, lectures and panel discussions". Faculty members can readily establish informal contacts with students and help to create closer ties between dormitory life and the classroom.

A complete university college is now being considered. Whereas in Orchard Hill and Southwest residential colleges, students are part of the general student body sharing classes and faculty with all other students, the new university college would have its own dean, faculty, courses, classrooms and living and dining facilities. An autonomous college would have great flexibility in establishing courses of study and experimenting with new methods of instruction and learning.

Chapter 1

Section 1: An Overview of the University

Competitive salary scales and a newly created program for a systematic evaluation of faculty performance enable the University to attract, hold and keep alive highly competent faculty members. Moreover, teaching loads are favorable not only for productive research but for adequate preparation for teaching.

Chapter 1

Section 2: The Unit of Teacher Education and Its Role in Program Development

Section 2: The Unit in Teacher Education and Its Role in Program Developments

The School of Education

Even though the University as a whole has attempted to meet the ever-increasing and changing demands of a dynamic society, the School of Education has made far greater changes than most of the other Schools in the past three years. The School of Education's changes have generated much healthy controversy within the University as a whole and have been instrumental in having the rest of the University Community re-evaluate its own goals. President Wood in a speech given to the Amherst Campus at large in April of 1971 illustrated the relationship of the School of Education to the University as a whole:

"The School of Education's programs generate special promise in an area that other disciplines have long ignored at the peril of our young. The uniqueness of these explorations occasion understandable and proper concern as to whether or not departures from traditional academic practices will work. But this cautionary counsel taken seriously, as I am sure any wise administrator such as Dean Allen will take it, the recent advances in the School of Education are undeniably ones of superb innovation and of basic wholesomeness.

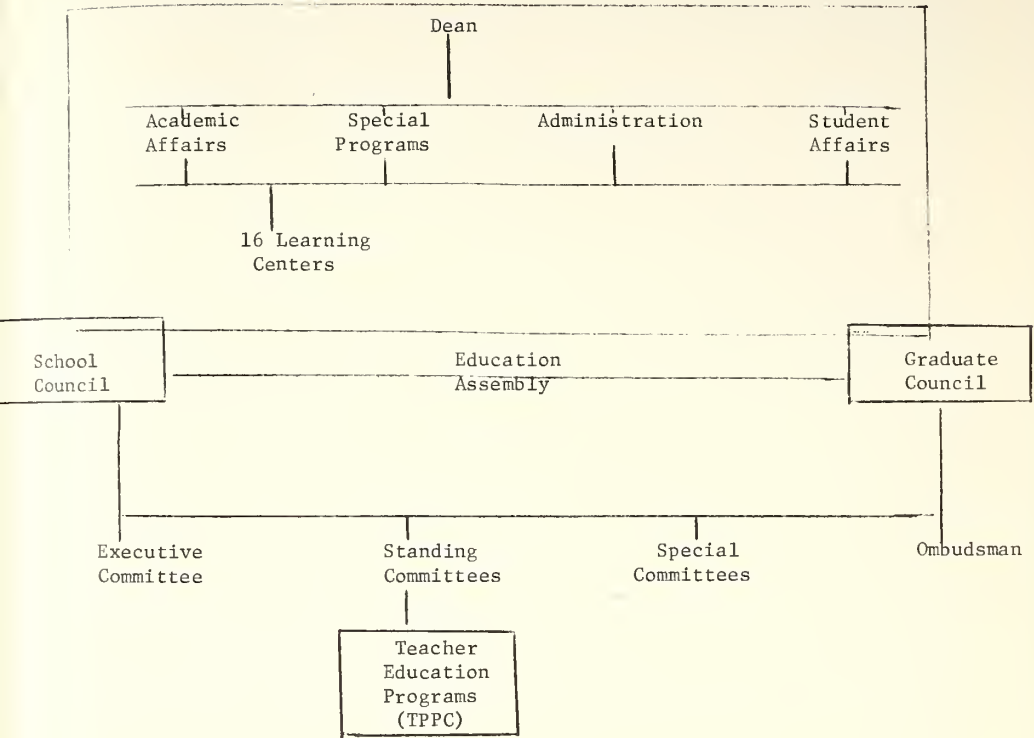
A great university can always live with an unsuccessful experiment. It can always reform where it has tried. But it can never advance without experiment and risk. It is high time that new approaches in a field not notable for its past scholarly successes be undertaken."

The Unit in Teacher Education and Its Role in Program Development

The organization of the School of Education is unique to the University in that it is not departmentalized. It also was a forerunner at the University in the restructuring of its government so as to include representation of students in its major policy making bodies.

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Organizational Chart*



*See Appendix 2, the School of Education Constitution for a detailed description of the bodies described in this chart. The Dean's powers are shown here to share in responsibilities with the School Council and the Graduate Council while the Education Assembly made up of all members of the School Community is the major advisory body to the three above mentioned bodies.

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The Teacher Education programs offered by our School have recently undergone major changes and due to a new commitment to undergraduate education have made far reaching improvements in a short period of time. It was only a year ago that the School decided, after an evaluation process involving the entire Education Community, that our programs in Teacher Education did not compare to the high quality of our Graduate programs and that the total resources of the School were not being used. We now feel that, as a result of the changes coming from a self-evaluation of our Teacher Education Programs, that our students in teacher education are participating in one of the strongest courses of studies in the School of Education.

The story of our Teacher Education program in many ways is the story of the School of Education at the University of Massachusetts. It is for this reason that, after a general description of the program, we will try to present the history of its development from its inception to where it stands today.

The Teacher Education Program - TPPC

The Teacher Preparation Program Council (hereafter called TPPC) is the administrative body directly responsible for administering all of the graduate and undergraduate teacher education programs offered by the School of Education at the University of Massachusetts. The TPPC received its powers from the major decision making body of the School, called the School Council.

Membership in the TPPC

The TPPC is made up of people who represent the diverse group of

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students enrolled in the School of Education. In order to provide true representation, the council is not just made up of faculty members, it is made up of faculty and students who participate on an equal level. A brief description of each of its members follows:

Dr. Richard Clark is chairman of the committee. He has been an elementary school principal and is a member of the graduate faculty in the Center for Leadership and Administration.

Dr. Norma Jean Anderson is the Assistant Dean for Student Affairs and serves as a liason between the students and the administration. She is also a member of the graduate faculty in the Human Relations Center.

Jon Ball is a doctoral student interested in Master's degree programs for people who want a teaching career.

Joanne Bonnie is an undergraduate interested in off campus programs.

Paul Chandler is an undergraduate student interested in Urban Education.

Reg Damerell is a member of the graduate faculty in the Media Center and has entered the field of education from the advertising world. He is an author of an important sociological, educational study, Triumph in a White Suburb.

Phil Gates is a doctoral student and ex-high school principal.

Dr. William Fanslow is the Director of a special Off-campus program for student teachers. He is also a member of the graduate faculty in the Center for Teacher Educators.

Mike Greenebaum is the Principal of the School of Education's lab school and a part time faculty member.

Dr. Horace Reed is Director of the Teacher Education Center and past chairman of the Department of Education at Skidmore College.

Bill Read is an undergraduate in the School of Education and helped found the Student National Education Association Chapter at the University of Massachusetts.

Kevin Weir is an undergraduate interested in "Explorations".

Responsibilities

The TPPC is responsible for all matters relating to the School of

Education's Teacher Education Program. It is responsible for admissions, advising of all students, certification of graduates, maintaining cumulative records and any test scores of each of its students and putting all of these and any other related records in a central file in the TPPC office. Most of all, it is responsible for the 16 alternative programs that students may choose from as their course of study and for accepting or rejecting new programs and amending old ones. At the same time, however, it is the responsibility of each Learning Center to actively participate in the training of teachers.

TPPC-16 Programs

Instead of following one prescribed course of study, students may choose from 16 different courses of study called programs for their degrees. These programs (to be described in another chapter) are the following:

1. Alternative Schools, Director; A. Donn Kesselheim
2. Early Childhood, Director; David Day
3. "Exploration!", Directors; Marsha & Jeffrey Goodman
4. Fitchburg Teacher Exchange, Director; Barbara Roberts
5. Individualized Programs, Director; Undergraduate Affairs Office
6. International Education, Director; George Urch
7. Mark's Meadow Lab School, Director; Mike Greenebaum
8. Martha's Vineyard Field Experience, Director; Horace Reed.
Donald F. Cunniff, Coordinator
9. MAT, Director; Richard Clark. Jon Ball, Coordinator
10. M.Ed., Director; R. Mason Bunker
11. Media Specialist Program (for the Deaf), Director; Raymond Wyman
12. Model Elementary Teacher Education Program, Director; William J. Masalski
13. Off-Campus Field Experience K-12, Directors; William V. Fanslow
William E. Byxbee, Jr.
14. Sociological, Historical, Philosophical Teacher Education Program,
Director; Robert Wellman, Mike Minor, Coordinator
15. Teacher Training for Distributive Education, Director; Jack Hruska
16. Urban Education, Director; Atron Gentry

The director of each of these programs or his representatives are responsible for their own program development. He is responsible

for including in his program the opportunity to fulfill any requirements that are University-wide as well as requirements for State Certification. TPPC provides one adviser for each of the programs to handle these areas and each program also provides advice. Each program works under a budget and courses may be taught by faculty members or graduate students working directly out of the TPPC. In addition, all of the School of Education's Learning Centers (The School is divided up into 15 Learning Centers which will be described in a later chapter) are committed to involvement in the TPPC program to various degrees. Some centers, for example the Center for International Education, offer a total program within the TPPC with courses taught by the Center's faculty and staff. Other Centers, for example the Center for Human Relations, offer certain courses for several TPPC programs.

The TPPC and Secondary Teacher Preparation

The TPPC is also responsible for making available the necessary courses secondary education students need in education in order to fulfill graduation and State certification requirements. These students are enrolled in the college of their major field of study as well as the TPPC Individualized Program and receive their degrees from the appropriate College. The TPPC, then, is responsible for coordination of the programs for approximately 450 students per year with the Colleges of their major. The following list indicates what majors students may have in this coordination effort:

Art	General Science
Biology	Guidance
Botany	History
Business	Languages
Chemistry	Math
Earth Science	Physics
English	Remedial Reading
Environmental Design	Social Studies
	Zoology

Undergraduate students may also receive a degree in Secondary Education from the School of Education. This is an experimental program and just getting started; however, we already have people getting a degree in Secondary Education who major in Distributive Education and the program may be extended to other major fields of study in the near future.

Summary of TPPC

The TPPC is the Administrative structure responsible for keeping a central file, advising, and providing programs for all undergraduate and graduate students enrolled in a teacher education program. It is also responsible for providing the course of study that will enable students to meet the necessary University requirements for graduation and State Certification.

TPPC - ITS ORIGINS AND PRESENT STATUS

The TPPC is now in full operation. Its origins and its operational status at the present time should provide the NCATE visiting committee with a clear picture of the process under which the School of Education works.

With the arrival of Dr. Dwight W. Allen in January of 1968 as the Dean of the School of Education at the University of Massachusetts, the School began a complete self-evaluation. One result of this self-evaluation was a new constitution (included in the appendix) and the formation of the School Council to be the "primary policy making body of the School." The Dean and the School Council have been given joint responsibility for "making recommendations concerning planning, evaluation, general administration, public relations, and new programs," while each

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center and special program is given the responsibility of evaluating its own programs except where they affect the whole community.

The new constitution provides for representation of both faculty members and students and gives students equal voting rights in the School Council. While it has been successful on many levels, it is an experiment, and as such is still in need of improvement.

In order to facilitate the evaluation process, the Teacher Education Center* wrote a self evaluation report in 1970 suggesting far ranging changes and submitted that report to the School Council. It was after reading this report that the School Council appointed a committee called the Teacher Education Programs Committee to make recommendations for future Teacher Education programs. (Since the Teacher Education Programs Committee (hereafter called TEPC) includes in quotes each of the recommendations from the Teacher Education Center we will only include the TEPC report in the NCATE report).

Teacher Education Programs Committee

The TEPC report is the result of an in depth study of the School of Education's Teacher Education programs. It utilized many of the resources of the School of Education including faculty and students' input as well as its knowledge of effective teacher education programs around the country and recommendations from appropriate learned societies.

*As a result of the formation of TPPC what is now called the Center for Teacher Educators is primarily concerned with graduate programs that train teacher trainers.

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The following data should provide the NCATE visiting committee with a clear picture of how our teacher education programs became part of what is now called the TPPC. It should also provide the NCATE visiting committee with other relevant data that NCATE suggested to be necessary in its guidelines in order to give a clear picture of our teacher education programs.

The mandate for T E P C and the referendum immediately following was sent to the entire Education Assembly by the TEPC. The Education Assembly is provided for in the School of Education Constitution (see Appendix) and is made up of all members of the School of Education Community. It is the major advisory body of the School. The material which follows is organized in such a way as to illustrate both the way in which the TPPC program developed historically, and the program as it exists today.

Outline of the Development of TPPC

1. Teacher Education Center Report
 - a. Evaluation of Teacher Education Programs
 - b. Mandate for Change
2. Formation of Teacher Education Policy Committee
3. Referendum on Teacher Education and open hearings by TEPC
4. TEPC Report
5. Acceptance of the TEPC Report
6. Creation of TPPC
7. Solicitation of Proposals for Alternative Programs and the resulting 16 Alternative Programs
8. Long Range Perspectives on Teacher Education
9. Status Report of TPPC (Dec. 1970)

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School of Education

TEACHER EDUCATION POLICY COMMITTEE

MANDATE: To make recommendations, based on the Report of the
Teacher Education Center, concerning:

1. The relationship of Teacher Education and other centers;
2. The number of undergraduates and masters candidates in each category;
3. The present relations and possible future relations between the School of Education and public schools, state colleges and community colleges;
4. The balance between graduate and undergraduate focus in the School;
5. The relevance of existing models in other Schools of Education;
6. The political realities across campus and in the state;
7. The major alternative approaches and their rationales and implications in regards to numbers, costs, priorities, philosophy, etc.

To explore problems, alternatives and opportunities of teacher education in the School of Education, and to suggest policies, priorities and procedures for implementation concerning faculty, supervision and student enrollment effective Fall '71, (taking present commitments to undergraduates into account), and to suggest ways for the recommendations to be considered and reacted to by all segments of the School of Education community.

REPORT DUE: November 6, 1970

TERMINATION DATE: December 15, 1970

M E M O R A N D U M

September 24, 1970

TO: The School of Education Community and Other Persons Involved
in Teacher Education

FROM: A. Donn Kesselheim, Chairman
Teacher Education Policy Committee

Accompanying this memo are two items:

- (a) Mandate for the Teacher Education Policy Committee
- (b) Report of the Teacher Education Center [not included in the NCATE Report for reasons previously stated]

In addition, summaries of the METEP model will be distributed in everyone's box. [included in the appendix is a feasibility study of this summary] [a part of the proposal for METEP is also included in the appendix 4.]

Taken together, they provide the background information on which will be based the work of a committee newly established by the School of Education Executive Committee. Called the Teacher Education Policy Committee, the new group is to have a short existence. Beginning with a careful review of the TEC report, its task is to apply a school-wide perspective to the issues enumerated in the mandate. A revised list of recommendations is to be prepared by November 6th, thoroughly aired and debated throughout the Community, and then presented to the School Council on December 15.

Since the decisions about Teacher Education which are ultimately taken will have a very widespread impact, it seems important to involve interested persons in this process at all stages. Accordingly, we shall begin by scheduling open hearings on the TEC report. ("Report from the Executive Committee of the Teacher Education Center") during the week of October 5-9. On Monday, Wednesday and Friday of that week (10/5, 10/7 and 10/9), the hearing will be held in Room 128 from 3:00-5:00 p.m. If you wish to make a statement at one of these hearings, please call Kathy Carey (545-0812) to schedule a time.

Participants in the hearing should understand that this will only be a time for presenting testimony, but not an occasion for debate and rebuttal. Any position will be substantially strengthened if it is summarized in a written statement and submitted at the time of the hearings.

klc

TEACHER EDUCATION POLICY COMMITTEE

REFERENDUM FOR EDUCATION ASSEMBLY

Note: Please vote either yes, no, or abstain on each question.

- | | YES | NO | ABSTAIN |
|--|--------------------------|--------------------------|--------------------------|
| 1. We are currently admitting approximately 900 undergraduate students each year to teacher preparation programs. In the future, should we --- | | | |
| a. freeze admissions to teacher preparation programs at 900 per year? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. increase admissions to teacher preparation programs each year? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. decrease admissions to teacher preparation programs each year? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

EXPLANATION: The University is currently growing at an annual rate of 1500 additional students. The University Administration, however, has agreed that the School of Education may freeze future admissions of undergraduates to teacher preparation programs at 900 per year. To increase or freeze undergraduate admissions will require a reallocation of resources within the School.

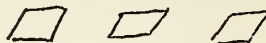
- | | YES | NO | ABSTAIN |
|---|--------------------------|--------------------------|--------------------------|
| 2. Should the School of Education establish a 16 member Teacher Preparation Program Council (TPPC) with representatives from key program units within the School of Education and from related groups within the University and the broader school community? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

EXPLANATION: TPPC would include representatives from Curriculum and Instruction, the MAT program, SEP, Supervisors, Humanistic Education, Urban Education, Human Relations, CSEI, Aesthetics, Arts and Sciences, Cooperating Teachers, Student teachers, Graduate students, Non-Center, and the Director of Teacher Education. TPPC would establish policies relating to teacher preparation programs and would approve programs for teacher preparation in the School of Education.

REFERENDUM-2

YES NO ABSTAIN

3. Should the entire School of Education be involved in undergraduate teacher preparation?



EXPLANATION: Undergraduate teacher preparation programs are currently handled by a very few Centers in the School, mainly the Teacher Education Center (TEC) and Educational Foundations (SHP). A yes vote on this question means that all, or nearly all, Centers in the School should provide appropriate experiences for undergraduate teacher trainees; a no vote means that TEC and SHP should continue to offer the bulk of teacher preparation programs.

YES NO ABSTAIN

4. Should the School of Education establish a modular approach to undergraduate teacher preparation, with an appropriate mix and relationship of practicum, theoretical, and pedagogic experiences?



EXPLANATION: The Appendix to the "Report to the School Council from the Teacher Education Policy Committee" explains the essentials of a modular approach. In essence, the modular approach in teacher preparation allows for a greater flexibility of offerings to the student for completing pre-service training.

YES NO ABSTAIN

5. Should a commitment to undergraduate teacher preparation be made a major consideration in the recruitment of new faculty members for next year, 1971-72?



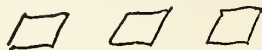
EXPLANATION: A yes vote would allow the School to recruit faculty with the understanding that a major commitment of their time would be with undergraduate teacher preparation; a no vote would place no restrictions on the recruiting process.

REFERENDUM-3

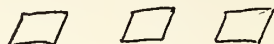
YES NO ABSTAIN

6. Should the Office of Undergraduate Affairs in the School of Education be strengthened in one or more of the following ways?

a. by appointing a faculty member to head up the Office?



b. by increasing the number of its staff from the present 6 to, say, 12?



c. by developing appropriate written materials to provide background information about the School and descriptions of the options available to undergraduates for teacher preparation?



d. by creating a volunteer pool of faculty and doctoral students willing to establish sustained relationships with undergraduate students?



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The Teacher Education Policy Committee (TEPC) was charged with the responsibility of applying a School-wide perspective to the Report of the Teacher Education Center to the School Council (May 14, 1970) and making recommendations based upon the proposals contained therein. Accordingly, the TEPC Report will deal seriatim with the recommendations of the TEC Report.

Section I. The Shape of Future Teacher Education Programs

"...the TEC begin to plan for a shift in emphasis from pre-service to in-service teacher education... over a period of four to five years. During this time the number of pre-service teachers would decrease to approximately 100 to 150 per semester."

The TEPC devoted a major portion of its deliberations to discussing this proposal, and has decided to recommend that the number of students in the pre-service program be frozen at its present level. We believe that, with reference to teaching personnel, facilities, equipment, and materials, the present

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deployment of resources within the School of Education is, in some degree, unbalanced and inefficient. At present, a large number of undergraduate students are being channeled into a small number of courses to fulfill requirements. We feel that some centers could absorb limited numbers of undergraduates into some existing courses without significantly changing those courses. Some centers have sufficient flexibility in their present utilization of personnel that they could create new offerings designed to meet undergraduate requirements without weakening their present offerings. Furthermore, the development of a modular, rather than course, approach to the teacher education program would provide a vehicle for re-shaping the program, by means of a more efficient and effective use of available personnel resources.

We therefore recommend:

1. That the number of new undergraduate students admitted to the teacher education program be frozen at nine hundred a year for the next two years.
2. That the Teacher Preparation Program Council (TPPC), when constituted, should
 - a. change the situation with respect to the School of Education requirements for Education majors by
 - (1) re-defining the requirements so that there will be fewer of them;
 - and/or

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- (2) re-interpreting the requirements so that more courses can be utilized to fulfill them; and/or
 - (3) developing an alternate program in education which will not necessarily lead to teacher certification.
- b. establish an obligation for all centers within the School of Education to participate in undergraduate education, develop strategies for centers to fulfill this responsibility, and identify criteria to ascertain whether a center's responsibility has been fulfilled. To insure implementation of this policy, both incentives and sanctions should be developed.
 - c. develop a modular approach to pre-service education with an appropriate mix and relationship of practicum, theoretical, and pedagogic modules over a two-year span.
- 3. That a commitment to undergraduate education be made a major consideration in the recruitment of new faculty members.
 - 4. That the functioning of the Office of Undergraduate Affairs be further strengthened by:
 - a. Appointing a faculty member to head up the Office of Undergraduate Affairs.
 - b. Increasing the number of its staff, perhaps to 12.
 - c. Developing appropriate written materials to provide background information about the School, and

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descriptions of the options available to under-graduates as they move toward completion of a degree program. This Office should be clearly recognized as the definitive source of information for undergraduate students in this area, and should coordinate the dissemination of all materials relating to it.

- d. Creating a volunteer pool of faculty members and doctoral candidates willing to establish sustained relationships with undergraduate students on a one-to-one basis. These volunteer advisers would be trained by the Office of Undergraduate Affairs to perform this function competently.

"It is felt that the METEP Model will serve as a vehicle for dealing with the changing needs in teacher education."

The TEPC strongly feels that the design and evaluation of models for teacher education programs should be the responsibility of the new TPPC. We acknowledge that the METEP Model is a sound, thoughtful and flexible program which deserves to be further implemented and evaluated. We recognize, however, that it is based upon a set of assumptions and propositions which may not be shared by all who are interested in teacher education. We would,

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therefore, encourage the TPPC to insure the utilization of alternative models, both large and small, by securing and providing adequate resources for this purpose, in terms of money, personnel, and materials. We hope that in allocating such resources the TPPC will consider proposals which would develop cooperative relationships with state colleges, public school systems, independent schools, business, and community organizations for the purpose of educating prospective teachers.

"It is also suggested that the teacher education program become a K-12 package."

The TEPC endorses the basic principle behind this suggestion, but recommends that Early Childhood Education be included as part of the teacher education program. We also raise the question of whether the program should include grades 13 and 14, since there is some evidence nationally that educators are considering different ways of combining grade levels into more realistic groupings, one of which would result in the development of 11-14 schools.

"Finally, it is recommended that, in order to avoid disappointed students, admissions to the undergraduate teacher education programs be

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handled directly by the School of Education."

The TEPC endorses this recommendation.

Section II. The Shape of TEC in Relation to Future
Teacher Education Programs

This section of the TEC Report recommends the establishment of a Teacher Preparation Program Council (TPPC). The TEPC endorses this recommendation, and further recommends:

1. That the School Council appoint an ad hoc committee to develop the mechanisms for the creation of the TPPC, including selection of members and term of membership. This committee should be appointed prior to December 23, 1970.
2. That the TPPC become a fully functioning body in February, 1971, in order to develop a teacher education program by September, 1971.
3. That the TPPC address itself initially to the recommendations in Section I of this Report.
4. That the TPPC be empowered both to make policy and to obtain resources for teacher education programs at the School of Education.

Section III. The Shape of Graduate Programs in Teacher
Education.

This section proposes the re-organization of the Teacher Education Center into a Center for Teacher Educators (CTE), which would deal primarily with the needs of graduate students interested in becoming teacher educators.

In essence, this recommendation has to do with the creation of a new center. Since mechanisms already have been developed for this purpose, the TEPC believes that they should be employed. While many members of the TEPC favorably view the idea of a CTE, we do not consider it within our mandate to take a position on this proposal.

Section IV. The Shape of the In-Service Program

This section contains a number of generalized speculations as to the areas with which an in-service program might deal, predicated on the assumption that the numbers of students in the undergraduate programs will be significantly reduced. Since this Report is not endorsing a reduction in numbers, we are making no formal recommendations in regard to this section.

The TEPC does, however, support the premise that the School

of Education should develop strong in-service programs. We also wish to underscore the fact that the development of cooperative arrangements with other institutions and school systems would provide additional resources to make strong programs possible.

We suggest, therefore:

1. Development of reciprocal relationships with state colleges in the areas of
 - a. staff training;
 - b. graduate programs;
 - c. undergraduate programs.
2. Development of relationships with public school systems whereby in any given year or term
 - a. a specified number of their staff members would spend a year or term at the University of Massachusetts either in a degree or non-degree program at full salary; in exchange for
 - b. a specified number of graduate students who would spend a year or term in that system with a specified number of undergraduates, at whatever stipend they would normally receive. Designated teachers from the system, together with the graduate students, would carry essentially all of the responsibility for the pre-service training of the undergraduates involved. Moreover, the

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graduate students would also be prepared to
conduct workshops at additional stipend for the
system's professional staff.

3. Development of graduate programs leading to the
Ed.D. degree for professional teachers who plan to
remain in teaching.

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APPENDIX

Of all the recommendations in the TEC Report, the one that has generated the most discussion and the most controversy is the recommendation to reduce the number of undergraduates admitted to the teacher education program from the current nine hundred per year to three hundred per year. After prolonged and intense consideration, the TEPC has decided not to support this recommendation but rather to recommend that the undergraduate program be frozen at its present level. This decision clearly requires explanation and perhaps even defense, since discussions with the School Council and the Teacher Education Center have made it apparent that the decision is not popular.

At the outset, we must make it abundantly clear that our decision is predicted upon the assumption that teacher preparation is a responsibility of the entire School of Education rather than one or two centers alone. Unless the School is prepared to accept this responsibility genuinely and enthusiastically, the TEPC recommendation does not make sense and we will be reluctantly forced to support the original TEC proposal. We believe that the School of Education should accept this responsibility enthusiastically, not because the situation demands it of us, but because the education of those who will have direct contact with children in learning environments ought to be our reason for being. We note with sadness that clinical programs are in trouble at major universities across the nation, and while there are many explanations for this it is fundamentally due to the low esteem in which teachers are held in the education establishment. We do not wish to see the University of Massachusetts perpetuating the fallacious but self-fulfilling bifurcation of "teachers" and "leaders". Until the School of Education can devise ways of eliminating this distinction, it has little justification for claiming to be either different from or better than other schools of education in the country.

We are, therefore, not suggesting that the entire School of Education take responsibility for the Teacher Education program as it now exists, but rather that the entire School be responsible for re-conceptualizing its whole approach to teacher education as well as the relationship of teacher education to its other concerns. We feel that a school with many exciting graduate programs has a particular responsibility to integrate undergraduates into these programs. Education majors at UMass ought to have sustained and systemic relationships with graduate students as well as faculty. If teachers are to be educated to work in schools as they are and schools as they ought to be, all offerings of the School of Education ought to be relevant to their preparation.

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This, then, is our assumption, and we ask the School of Education, through the School Council, to affirm it explicitly by making the reformulation of undergraduate education the first order of business for the second semester of the 1970-71 school year. If it does so, the TEPC is convinced that adequate personnel resources are available to handle the current number of undergraduates. This will be particularly so if the School of Education actively pursues two developments: one, the modularization of its teacher education programs; and, two, collaboration with public and independent schools, state colleges, business, and community organizations in the development of teacher education programs.

There are many ways modularization might be accomplished, and the TEPC does not intend to suggest them all. Among the areas in which modules might be developed are the following:

1. Philosophy of education
2. History of education
3. Sociology of education
4. Learning theory
5. Communication theory
6. System theory
7. Child development
8. Interpersonal relationship theory
9. Micro-teaching
10. Pedagogy
11. Subject area methods
12. Cross-disciplinary concepts
13. Classroom research design
14. Development of objectives
15. Elementary statistics
16. Urban education
17. Using the community as the classroom
18. Human relations
19. Self-awareness
20. Educational media
21. Classroom observation
22. Teaching

Within each of these areas, a sequence of modules could be developed. The sequence of modules within each area would also be arranged from introductory to advanced, so that, depending upon where a particular student began, he would have an individually arranged flow chart.

Section 2: The Unit of Teacher Education and Its Role in Program Development

INTRODUCTORY

INTERMEDIATE

ADVANCED

1	x
2	
3	x
4	
5	
6	
7	x
8	
9	x
10	
11	
12	x
13	
14	
15	
16	x
17	
18	
19	
20	
21	
22	

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A sample program might be represented by the diagram on the previous page. This student chose seven introductory modules, eight intermediate modules, and eight advanced modules, in consultation with her adviser. This selection was based upon her interests, needs, and future plans. She repeated one module (No. 12) because she was intrigued with the introductory experience. (This plan would allow her to repeat at more advanced levels any modules she wished.)

To complete the teacher education program, a student might be required to pass modules in all twenty-two areas. No more than a third of these modules could be in the Introductory Phase, and at least one-third of the modules must be in the Advanced Phase. If a student fails a module, it (or its equivalent) must be repeated in the same phase. Students may "phase out" of modules by presenting evidence that they have sufficient background, experience, or competence in those areas.

The TPPC would be responsible for:

1. developing at least one module in each phase for each area;
2. setting criteria for determining whether modules have been satisfactorily completed;
3. preparing a schedule to allow undergraduates maximum flexibility in developing their own sequences;
4. monitoring the program to maintain rigorous standards.

Needless to say, this is meant only as a suggestion of one way in which modularization might be accomplished. The specifics of any plan would be the responsibility of the TPPC.

The development of collaborative relationships with other institutions is another valuable way to bring more resources to bear upon the undergraduate program. The TEPC feels that a strong pre-service program should take place as much as possible in school settings, in community settings, and in business and cultural institutions. The current arrangement, which separates the internship experience from the course-work experiences, has little to recommend it. The modular approach described above would make possible new kinds of "mixes" whereby a group of undergraduates, during their senior year would be assigned to a co-operating school system. All of their advanced modules could be taken within the content of that system. For example, one hundred undergraduates and twenty graduates could be assigned to a given school system for one year, in return for which twenty

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of that system's teachers could spend an in-service year at the University of Massachusetts at full pay. Teams of undergraduates and graduates together would be responsible for replacing the teachers on leave. The graduate students, in cooperation with members of the school system staff, would be responsible for the modular experiences of the undergraduates during that year's time.

Once again, the TEPC is not prepared to develop the specifics of such complex arrangements; we do, however, urge the TPPC, when constituted to move vigorously in this direction.

* * * *

We have attempted thus far to make a philosophical case for the centrality of teacher education at the School of Education. We have cursorily presented two approaches to Teacher Education which we hope the TPPC will develop. It remains to explain why we have opted to recommend that the numbers of undergraduates be frozen at the present level, rather than be reduced as the TEC Report proposed.

Let us say at the outset that a certain amount of our thinking was pragmatic and political. We were persuaded by testimony at our open hearings that neither the University administration nor the legislature would approve of a substantial reduction in numbers. Such a recommendation from the School of Education would have grave political repercussions, and might jeopardize the allocation of resources to the School. We were further influenced by the University's agreement to permit us to limit the number of undergraduate majors at this time, in spite of increasing enrollment.

However, our recommendation is not based primarily on political considerations. While the TEPC agrees that the resources of the School of Education currently allocated to teacher education are woefully inadequate, we are persuaded that the resources of the School as a whole are adequate to handle the current numbers of students, without jeopardizing the other programs and projects in which the School is engaged. What is really needed is not more resources, but a different mind-set in the School of Education. It is interesting to note, for example, that in many of the courses being offered this semester undergraduate enrollment is far below the instructor's stated capacity. Some illustrations:

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<u>Course</u>	<u>Stated Undergraduate Capacity</u>	<u>Actual Undergraduate Enrollment</u>
Aesthetic Experience and Creativity	30	18
Historical Arts & Modern Learning	25	15
Curriculum Innovations in Theater & Media	10	2
Educational Statistics I	10	1
Classroom Evaluation	50	13
Critical Incidents in the Classroom	75	36
International Education	60	35
Comparative Education	20	7
Issues of Freedom & Restraint in Academic Policy	100	27
Special Problems in Education: Urban Education and the Teacher	20	0
Organizational Behavior in Schools	15	0
Implementing Change in Education	15	0
Educational Media, Technology and Systems	200	116
Educational Film Production	80	54
Social Psychology & Value Exploration	32	14

It seems clear from this sample alone that, even without modularization or collaborative relationships with other institutions, the School's resources are being inappropriately utilized by undergraduates, due to rigid requirements and inadequate counseling. Over 400 undergraduates could have enrolled in the courses listed above, all of which are appropriate for them. Instead, we find 867 undergraduates enrolled in three sections of Ed. 251. Our resources are adequate to deal with our current enrollment, if the responsibility for teacher education is shared equitably by all centers, and if requirements can be re-interpreted so that more offerings can be used to fulfill them.

Several other arguments favoring a reduction in enrollment must be addressed. The TEC Report states that nationally there is no longer an urgent need for teachers, except in several specific subject areas, and that if we continue to prepare large numbers of teachers we will be sending them into a saturated market. In considering this situation, the TEPC preferred to view it as a challenge to develop a better program rather than as a reason for cutting back. There is always a shortage of well-educated teachers. The current status of the teacher market presents training institutions with a competitive

situation for the first time. Now that schools and school committees are in a position to be selective, the School of Education is in a position to make a real difference -- if we can present them with candidates who are, in fact, distinctive.

The TEC Report advances the argument that pre-service education is wasteful and inefficient, because a high percentage of those trained either never teach or leave the profession after one or two years. We agree that bad teacher education programs are wasteful of human and financial resources. We submit, however, that this ought not persuade us to prepare fewer teachers but to prepare more teachers better. Most teachers are so scornful of their pre-service training that it would be fair to hypothesize that the inadequacy of their preparation is a major factor in their dissatisfaction with a teaching career.

The TEPC would like to make two final points relating to the size of our teacher education program. First, we must be interested not only in preparing teachers well but also in developing programs for teacher education which can serve as striking alternatives to currently existing programs across the nation. We must be prepared to demonstrate to other institutions that vigorous and rigorous programs can be developed for large numbers of students without sacrificing sensitivity and concern for their individual needs and interests. For a school of this size to graduate only three hundred students a year not only diminishes our impact upon the education of children but also reduces the chances that other institutions will find our programs relevant to their situations.

Second, if we can develop a truly rigorous program that trains teachers to be professionals, it is quite probable that the numbers of students we graduate will be significantly smaller than the number we enroll. Any program we develop should have a number of clearly defined exit points. Introductory experiences, in particular, should occur early enough in a student's undergraduate career so that he may gracefully change his major without prejudice.

The real challenge that the TEPC presents to the School of Education community is to clarify its set of priorities. Without a clear and explicit commitment to the paramount importance of teacher education by the School as a whole, there seems little point in pressing these recommendations. The only feasible alternative will be to reduce enrollment in accordance with the TEC Report recommendations.

February 4, 1971

MOVED: THAT THE TPPC PLANNING COMMITTEE REPORT BE AMENDED TO INCLUDE THE NAME OF GEORGE URCH AS A MEMBER OF THE TEACHER PREPARATION PROGRAM COUNCIL.

The motion was ~~se~~conded.

In the discussion that followed there was general agreement that George Urch was very well qualified for the position. Arguments against the amending motion were that a small committee was desirable, representation was not a criterion in choosing the Council, and that the motion would unwind work that had been done over the last several weeks.

The question was called and the above amending motion was DEFEATED.

On motion, made and seconded, it was

VOTED: THAT THE TPPC PLANNING COMMITTEE REPORT BE AMENDED TO INCLUDE UNDER "RESOURCES": "10. FULL COOPERATION OF AND SERVICES FROM ALL CENTERS AND PROGRAMS OF THE SCHOOL."

On motion, made and seconded, it was

VOTED: THAT THE TPPC PLANNING COMMITTEE REPORT, AS AMENDED, BE ADOPTED. (Attached)

TPPC

Don Glickstein suggested that undergraduate education majors be advised that applications for the undergraduate seat on the TPPC should be sent to the TPPC. Undergraduates might be so advised by means of the Collegian, the Beacon, or by announcements in classes.

Completely Modular Curriculum (CMC) Proposal. This proposal was submitted to the Council by its advocates, Dwight Allen and Phil Christensen.

Dave Yarrington, chairman of the Academic Matters Committee, noted that following all of the hearings on this proposal, his committee will submit a final report to the Council.

The Dean offered the following comments relative to the CMC Proposal:

- A large percentage of what the School is now doing is what has traditionally been done. Some is good; some, bad.
- Under CMC, faculty should be allowed to still offer regular courses. However, the spirit of the proposal and program would discourage this as a standard procedure. Perhaps a maximum percentage should be developed for the amount of a faculty member's teaching time given to regular courses.
- CMC will give everyone more flexibility with his time. Every faculty member would be encouraged to take three weeks of every semester free of all teaching and service commitments.
- The advising and decision-making role of students would be increased.
- The logistics of such a program are staggering and will require substantial administrative assistance. The logistics problem would be

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SCHOOL OF EDUCATION
SCHOOL COUNCIL

M I N U T E S

December 10, 1970
Room 128, School of Education

MEMBERS PRESENT: D. Allen, K. Beattie, J. Blackman, J. Caban, D. Carew,
R. Clark, D. Glickstein (for L. Cohen), J. Cooper,
D. Crandall, W. Allen (for D. Frizzle), G. Hawkes,
G. Heilig, T. Anderson, T. Hutchinson, M. Melnick,
F. O'Brien, F. Preston, J. Rhoades, P. Roop, D.
Schimmel, E. Seidman, R. Ulin, W. Venman, D. Walters,
R. Wellman, E. Ward, R. Hambleton, R. Woodbury.

MEMBERS ABSENT: E. Cappelluzzo, D. Weiner

ALSO PRESENT: N. J. Anderson, J. Burke, P. Crosson, D. Flight, D. George,
J. Hardy, D. Kesselheim, H. Reed, P. Sartwell.

The meeting was called to order a 8:50 a.m. by Chairman Dick Clark.

The roll was called.

The Minutes of the Council's December 3rd meeting were presented. There were no corrections.

Reports and Announcements

Executive Committee Chairman David Schimmel reported that the Committee had spent several hours in preparing recommendations for the Council on appropriate procedures for acting on the proposals of the Teacher Education Policy Committee (TEPC). The TEPC position was that their report and proposals were prepared for the School Council consideration, and that the issues involved did not lend themselves to a simple yes-no referendum. The Executive Committee also found that it could not appropriately simplify the proposals for a referendum question.

On motion by the Executive Committee, made and seconded it was unanimously

VOTED: THAT THE ACTION OF THE SCHOOL COUNCIL ON DECEMBER 3, 1970,
"THAT THE REPORT AND RECOMMENDATIONS OF THE TEACHER EDUCATION
POLICY COMMITTEE BE SUBMITTED TO THE EDUCATION ASSEMBLY FOR
DISCUSSION, TO BE FOLLOWED BY A REFERENDUM OF THE EDUCATION
ASSEMBLY ON THE SAME FOR ADOPTION OR REJECTION; AND THAT THE
REFERENDUM QUESTION MAY BE MODIFIED BY THE TEACHER EDUCATION
POLICY COMMITTEE IN CONSULTATION WITH THE EXECUTIVE COMMITTEE,"
IS RECINDED; AND

TEACHER
EDUCATION
POLICY
COMMITTEE
PROPOSALS
PROCEDURES

THAT THE REPORT AND PROPOSALS OF THE TEACHER EDUCATION POLICY
COMMITTEE BE SUBMITTED TO THE DECEMBER 10, 1970, MEETING OF
THE EDUCATION ASSEMBLY FOR DISCUSSION AND COMMENT BY THAT BODY;
AND

THAT THE SCHOOL COUNCIL, HAVING RECEIVED THE OPINIONS OF THE MEMBERS OF THE EDUCATION ASSEMBLY, SHALL ACT UPON THE REPORT AND PROPOSALS OF THE TEACHER EDUCATION POLICY COMMITTEE, AND

THAT THE SCHOOL COUNCIL SHALL CONSIDER, AT ITS MEETING ON DECEMBER 17, 1970, THE PROPOSALS OF THE TEACHER EDUCATION POLICY COMMITTEE WHICH ADDRESS THEMSELVES TO THE FOLLOWING ISSUES:

1) TEACHER EDUCATION PROGRAM ENROLLMENT, 2) RECRUITMENT OF NEW FACULTY, AND 3) LOCUS OF RESPONSIBILITY FOR THE TEACHER EDUCATION PROGRAMS

As the TPPC was formulated and the School Council voted in favor of it, the TPPC had the job of trying to include as many members of the Education Community as it could in the actual design of a multi-programmed course of study for students in teacher education. Many people were already deeply involved in the formulation of TPPC including its predecessor, the Teacher Education Center; however the TPPC wanted to take advantage of any untapped resources in the faculty and student body. The TPPC already had concrete support for people who might want to propose a program in teacher education because of the obvious priority it was given from the School Council and Dean Allen. It also had some more support in the form of minimum resources allocated to TPPC:

1. All supervisory assistantships in the School
2. Half of the teaching assistantships in the School
3. All services of the student teaching placement office
4. Full cooperation of and services from the undergraduate advising office.
5. The total travel budget allocated to supervision
6. Secretarial services at least at the present teacher education level
7. A publications-communications-phone budget at double the present teacher education level
8. A full time staff assistant or associate
9. At least 50% release time from other duties for the Chairman
10. Full cooperation of and services from all Centers and Programs in the School.

In order to solicit proposals for innovative programs, the TPPC sent a list of the minimum resources it would have along with the following information to all doctoral students and faculty members:

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THE TPPC HAS DESIGNS FOR YOU!

DO YOU HAVE DESIGNS FOR TPPC?

...25 ideas for stimulating your construction of alternative Teacher Education designs ---

1. Focus on teaching a specific population (prisoners, elderly, minority group, disabled, disturbed, other nationalities).
2. Include multiple field experiences.
3. Base program on the study of a small number of children and their families and communities over a four year period.
4. Emphasize specialization in an instructional mode, a disciplinary or transdisciplinary area, or an educational philosophy.
5. Build program around new partnerships with schools, museums, camps, businesses, hospitals, day care centers, park districts, trades...
6. Develop a four-years plus three summers program ending with a Master's degree.
7. Locate program in regional education centers where several teacher education institutions share responsibility and collaborate.
8. Create a Five-College teacher education program for undergraduates.
9. Include experience in a completely new culture as a basis for understanding one's own.
10. Make in-service during first year on-the-job part of program requirement.
11. Prepare teams, undergraduate and graduate, pre and in-service, including teachers, counselors, administrators.
12. Have participants live with families in communities where they will teach.
13. Design all offerings with two parts: theory and clinical application.
14. Use training models for other professionals as a new teacher education paradigm.
15. Involve parents and students as teacher educators.
16. Teach teachers to teach prospective teachers and teachers.
17. Employ research results, thematically organized, with extensive clinical experience, as a program core.
18. Adapt Outward Bound to become a total preparation program.
19. Expand and include the micro-teaching and strength training concepts.
20. Apply simulations and games extensively.
21. Contract with a large school system to prepare teachers to meet mutually agreed upon specifications; employment guarantee upon successful completion.
22. Masculinize elementary teaching.
23. Make teachers more interesting by requiring intensive involvement in unlikely experiences.

24. Establish educational centers throughout the world with youth hostels for residents.
25. Develop a pre-commitment orientation program including field work, simulations, demonstrations, encounters, discussions, readings...

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WHAT IS THE TPPC?

PEOPLE, committed to the proposition that the School wants and can have a superior range of teacher education programs.

The TPPC (Teacher Preparation Program Council) encourages the development of ALTERNATIVE APPROACHES TO TEACHER EDUCATION within this school. NOW!

To help, TPPC will:

- I. SOLICIT proposals for innovative programs and program components from centers, groups, and individuals.
- II. FACILITATE both proposal development and implementation by providing resources and services.*
- III. EVALUATE and approve proposals.

WHO IS ON THE TPPC? One or more undergraduates, plus

Norma Jean Anderson	Dick Clark (Chairman)	Mike Greenebaum
Jon Ball	Reg Damerell	Horace Reed
Paul Chandler	Bill Fanslow	Earl Seidman (E.O.)

*WHAT DOES THE TPPC HAVE TO OFFER YOU?

Minimum TPPC resources include:

1. All supervisory assistantships in the School
2. Half of the teaching assistantships in the School
3. All services of the student teaching placement office
4. Full cooperation of and services from the undergraduate advising office
5. The total travel budget allocated to supervision
6. Secretarial services at least at the present teacher education level
7. A publications-communications-phone budget at double the present teacher education level
8. A full time staff assistant or associate
9. At least 50% release time from other duties for the Chairman
10. Full cooperation of and services from all Centers and Programs in the School

WHAT ARE SOME GUIDELINES FOR ALTERNATIVE PROGRAMS?

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I (WE) HAVE

_____ a wild idea
_____ interest in designing a component
_____ a design for a teacher education program
_____ great interest but don't know how to get started
_____ a program already

Name(s) _____

Tel. No. school: _____

home: _____

Please return this form to Dick Clark's mailbox.

The TPPC will contact you within 2 days.

Comment:

The result of this solicitation and other informal ones is the present offering of 16 programs now administered under the TPPC multi-programmed course of study for students in teacher education. The TPPC used the following guidelines to help people create a program and ultimately to accept or reject proposals:

- 1) The proposed program or component should have an explicit and thoughtful rationale. The rationale should include:
 - a) An explanation of the goals of the proposed program in terms of teachers, learners, schools, and the wider society schools serve.
 - b) An explanation of how the various components of the proposed programs are designed to reach the goals and how they relate to one another.
 - c) A reasoned explication of the learning theory implicit in the program.
 - d) An explicit statement of the terms in which the success of the program is to be assessed.
- 2) A major component of any program should be in the clinical area and should involve working with other learners of other ages. We do not intend that these other learners necessarily be children nor do we intend that the clinical component be necessarily designed in conformity with current student teaching or internship practices.
- 3) A major component of the program must be designed to help students to develop both the capacity and the inclination for reflective analysis. By this we mean essentially the ability to learn from one's experience. It implies learning of a second order -- an ability to reflect not only upon one's own behavior about the assumption upon which one's behavior is based.
- 4) Programs must also show how they meet Massachusetts Certification requirements.

A LONG-RANGE PERSPECTIVE ON TEACHER EDUCATION

These long range perspectives were formulated by TEPC and are still under study. These long-term perspectives are predicated upon the following assumptions:

- 1) the School of Education, through implementation of a short-term strategy to devote more resources to undergraduate teacher preparation, demonstrates its commitment to the preparation of men and women for the profession of teaching;
- 2) the School of Education affirms its desire to develop and implement effective in-service education programs for teachers at various stages of their professional careers;
- 3) teaching, as a profession, requires a degree of specialization and a conceptual framework similar to those expected of administrators, researchers, and school psychologists;
- 4) any long-term commitment to teacher education in the Commonwealth must either:
 - a) provide replicable models for State institutions dealing with numbers of students comparable to their enrollments, or
 - b) provide systematic and regular input into the teacher training programs of the State institutions,
- 5) Pre-service evaluation ought to take place primarily in school; in-service education ought to take place primarily out of schools.

These assumptions suggest that following long-term strategies:

- 1) Development of a modular approach to pre-service education with an appropriate mix and relationship of practicum theoretical

and pedagogic modules over a two-year span.*

2) Development of relationships with one or more State colleges

to undertake:

- a) the training of their staffs
- b) responsibility for their graduate programs
- c) some direct responsibility for their under-graduate program.

*

The School of Education is currently working under a grant from the Carnegie Foundation to study the feasibility of switching to a completely modularized approach to all of its course offerings.(see appendix 4)

TPPC Status

Report to the School Council, November 18, 1971

This brief report is organized in three parts: (1) background, (2) present status, (3) and immediate and long-term agendas. We hope this summary will provide helpful information to the Council as it discusses the status of undergraduates in the School of Education.

BACKGROUND

School Council minutes from November, 1970 through February, 1971, document the rationale for and process of forming the Teacher Preparation Program Council (TPPC). We will not elaborate upon the sequence of events which included recommendations from the Teacher Education Policy Committee whose recommendations, approved by the Education Assembly and School Council, led to the formation of a special committee to create and select the membership of the TPPC. By February, 1971, TPPC existed and was functioning with a strong mandate from the School Council.

After very few meetings, TPPC agreed to solicit and develop multiple alternative programs rather than defining one or two basic programs through which all prospective teachers would be "processed." Much of our effort, since then, has been devoted to generating, and encouraging others to generate, programs. Among many reasons for pursuing alternatives were:

- more faculty and doctoral students would become involved if they could shape the design of a comprehensive program rather than shape a small piece of someone else's design
- students would have real choices, genuine options regarding both the process and goal of their preparation
- no one knows The Way to prepare teachers
- any one program could enjoy the benefits of smallness which facilitates a sense of belonging, knowing one another, power and control
- students and faculty could start to examine a range of models for preparing teachers
- different strokes for different folks; different ways for different days; no strokes for some folks (teachers and students)
- a teacher is not a teacher is not a teacher.

Before soliciting alternative program proposals, TPPC developed the following guidelines which limit only slightly the possible range of programs and which all programs were asked to meet:

- 1) The proposed program or component should have an explicit and thoughtful rationale. The rationale should include:
 - a) An explanation of the goals of the proposed program in terms of teachers, learners, schools, and the wider society schools serve.
 - b) An explanation of how the various components of the proposed programs are designed to reach the goals and how they relate to one another.
 - c) A reasoned explication of the learning theory implicit in the program.
 - d) An explicit statement of the terms in which the success of the program is to be assessed.
- 2) A major component of any program should be in the clinical area and should involve working with other learners of other ages. We do not intend that these other learners necessarily be children nor do we intend that the clinical component be necessarily designed in conformity with current student teaching or internship practices.
- 3) A major component of the program must be designed to help students to develop both the capacity and the inclination for reflective analysis. By this we mean essentially the ability to learn from one's experience. It implies learning of a second order -- an ability to reflect not only upon one's own behavior but about the assumptions upon which one's behavior is based.

By the end of the 1970-71 academic year, the following programs were developed:

Redefined "Old" Programs

Distributive Education
Early Childhood
Individualized
M.A.T.
Media for Deaf
Off-Campus

New Programs

Alternative Schools
"Explorations!"
International Education
Mark's Meadow
Martha's Vineyard
M.Ed.
METEP - Integrated Day
S.H.P.
Special Education
Urban Education

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By the same time, components and courses had been designed to provide additional resources to the some or all of the programs. A very partial list includes:

Elementary Methods Potpourri
Media-Communications Laboratory
Human Relations Resource Center
Additional Reading Methods Offerings

Administratively, by the end of the 1971 academic year, assistantships had been allocated to the alternative programs and the TPPC office, Phil Gates was hired on a half-time lectureship to function as TPPC's Executive Secretary, and Room 121 was identified as the TPPC office where most services pertaining to undergraduates and program directors would be housed and/or coordinated (advising, admission, supervision, field placement, communications, records, information...).

Perhaps the single greatest problem faced last Spring but still very much with us is communicating effectively with undergraduates. Last Spring, the Marathon was identified as a key vehicle for such communication. Collegian ads, announcements in classes, leaflets in every dorm and under every education major's door, and a separate newspaper (Alternatives) included as an insert in the Collegian produced an unprecedentedly large (500?) but discouragingly small (25%?) turnout of students to discuss, hear about, and interview for the new programs. Present efforts in this area will be mentioned subsequently.

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WHERE WE ARE:

Program enrollments for Fall, 1971, are shown below with stated enrollment capacities:

<u>PROGRAM</u>	<u>FALL, 1971 ENROLLMENT</u>	<u>FALL, 1971 CAPACITY</u>
Alternative Schools	25	105
Early Childhood	39	40
"Explorations!"	36	40
Fitchburg Teacher Exchange	8	8
Individualized Program	735	1,867
International Education	27	50
Mark's Meadow	74	50
Martha's Vineyard	18	15
Masters in Arts of Teaching	50	50
Masters of Education Program In Elementary Education	14	15
Media Specialists Program for the Deaf	15	15
Model Elementary Teacher Education Program	55	50
Off-Campus K-12	293	150
S.H.P. Undergraduate-Masters Teacher Education Program		
Teacher Training for Distributive Education	42	40
Urban Education	171	200

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Administratively, while many are helping, those who are formally responsible
for TPPC administration and providing general support services are:

(50%) Dick Clark	TPPC Chairman
(100%) Barbara Franklin	Bookkeeper
(50%) Ray Franklin	Communication
(50%) Phil Gates	Executive Secretary
(100%) Myrna Harmon	Receptionist
(100%) Marilyn Turner	Dick & Phil's Secretary

In addition, undergraduate advisors, who are also consultants to program
directors, are scheduled such that at least one is available at all times in
Room 121. They are:

(50%) David Anderson	Undergraduate Advisor & Program Consultant
(50%) Mike Davis	" " " "
(50%) Andre McLaughlin	" " " "
(50%) Barbara Roberts	" " " "
(50%) Farideh Seihoun	" " " "

Also located in Room 121 are the following Individualized Program
Supportive Staff:

(50%) Henry Cameron	Field Placement
(50%) Evan Dobelle	Field Placement
(100%) Elaine Lallo	Field Placement Secretary
(50%) Spike Paranya	Methods Potpourri (E40) Coordinator

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Clearly, a major portion of the administrative and guidance workload for students in programs is falling upon program directors, all of whom deserve special rewards and recognition for the additional efforts they are making. They are:

A. Donn Kesselheim	Alternative Schools
David Day	Early Childhood
Jeff and Marsha Goodman	"Explorations!"
Barbara Roberts	Fitchburg Exchange
George Urch	International Education
Mike Greenebaum	Mark's Meadow
Donald F. Cuniff	Martha's Vineyard
Jon Ball	Masters in Arts of Teaching
R. Mason Bunker	Masters of Education Program
Raymond Wyman	Media Specialists Program for the Deaf
William J. Masalski	Model Elementary Teacher Ed. Program
William V. Fanslow & William E. Byxbee, Jr.	Off-Campus K-12
Michael Minor	S.H.P.
Jack Hruska	Distributive Education
Barbara Love	Urban Education

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Finally, regarding where we are, the following should be mentioned:

- Evaluation Seminar: Horace Reed's doctoral seminar, designed to evaluate TPPC programs, is meeting.
- L-Group: Dick Clark's administration learning group designed to explore and assist with administrative dimensions of TPPC, is meeting.
- Syncom: An undergraduate weekly newsletter designed to help fill the communication gap which exists.
- TPPC undergraduate members: Bill Read, now student teaching, is replaced by Joanne Bonine and Kevin Weir.
- Education 391: A new orientation course being offered to 175 freshmen by the Undergraduate Affairs Office. Purpose of the course is to acquaint new students with education careers, available School of Education resources, major requirements.

Where we are is perhaps best reflected by our present agendas which follow.

PRESENT AND FUTURE AGENDAS

The following represent the majority of items presently "on the table" and in process by TPPC:

1. Racism: (a) Developing Thompson Island into a Center for the Elimination of Racism in Education.

A task force consisting of Dick Clark, Jim Edler, Mike Greenebaum, Bob Moore, Fred Preston, and Don Streets has been meeting 4 hours per week to develop Thompson Island into a pre- and in-service center for addressing racism. Seven TPPC programs have expressed an intent to go there. A meeting with Franklin Patterson's President's committee on Thompson Island on Wednesday, November 17, will probably cue us as to where we stand. Initiative on this project is TPPC's.

- (b) Supervisory Workshop: Henry Cameron, Coordinator of Supervision for the Individualized Program, is developing (with others) a program for supervisors to address the problem of racism through the process of supervision.
- (c) Syncom: A series of one page articles on racism, designed to be useful to program directors and prospective teachers, is being developed by Ray Franklin with Gloria Joseph for immediate publication.

2. Secondary Programs: A subcommittee of TPPC is presently meeting with secondary methods faculty members (English: Dick Ulin, Pat Sullivan; Science: Verne Thelen, Dick Konicek; Social Studies: Al Anthony, Phil Woodruff; Math: Bill Masalski, Peter Gurau) to encourage the development and definition of programs which integrate academic, professional, and field components, and which clearly identify and relate requirements, admissions, guidance, and field placement functions. Academic departments and public school personnel are, or will be, involved in this development with TPPC.

3. Pre-Program Orientation and Counseling:

- (a) Bob Miltz, with TPPC, is presently developing an umbrella course which will be required of all prospective education majors and certification candidates. The course will, minimally,
 - (1) familiarize students with the alternative programs;
 - (2) introduce students to children, teaching, and schools;
 - (3) provide some guidance to all students regarding their career and program decisions.

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- (b) Undergraduates who transferred to UMass from community colleges will sponsor an education day when prospective transfer students for next year will have an opportunity to see, hear, and ask about the undergraduate program at the School of Education.

4. Communication: This item is in three parts: (a) with undergraduates, (b) with the total University, and (c) with the profession, including prospective employers.

Regarding (a): The Collegian, Syncom, Education Day for Prospective Transfers, The University Bulletin, a booklet for describing all programs, Alternative Program Fall & Spring Course Lists, continuous slide presentations in the School corridors, and the undergraduate advisors are all part of the process or becoming so within the next month. This item recurs on the TPPC agenda.

Regarding (b): The previously described efforts at the secondary level are now involving representatives from other departments. In addition, during the coming weeks, the Chairman of TPPC will join the School of Education Deans in visiting central administrators, deans, department heads, and others to interpret our programs.

Regarding (c): Members of TPPC, Deans and Program Directors accept, and attempt to create, opportunities to "P-R" with prospective employers (ASCD, WFCR, AERA, CSSC, State Department of Education, local schools...)

5. Generation of New Programs for Fall, 1971, and Phasing Out Individualized Program:

In addition to new secondary programs, TPPC wants to generate several new offerings for next year. Reading (K-16); Special Education, Bi-Lingual Bi-Cultural, and Cross-Disciplinary programs have been discussed.

6. Acquiring Funding: A major agenda as yet not clearly addressed, TPPC feels that general funding is essential to develop an adequate resource base. Several programs, on their own, have made significant progress here. Exploratory visits have been made to Washington and elsewhere. The new project being developed by Dean Gentry holds promise. Clearer direction is needed here.

7. Summer Programs: Through John Rhoades, Dave George, Earl Seidman, and others, TPPC is presently assessing the feasibility of diverting a major portion of summer budget to the operation of a comprehensive K-12 summer school where inservice and prospective teachers, as well as kids, could have a significant learning experience. Go or no go decisions will be made by the end of November for Summer, 1972.

8. MAT Programs: In conjunction with Dean Appley, Earl Seidman, Jon Ball and others, TPPC is charged with defining the direction of not only our own MAT program, but also of the MAT concept campus-wide. Initial work has started.

TPPC is presently asking the School of Education's Committee on Admissions for 130 Masters positions for 1972, to be used by our MAT, M.Ed., Alternative Schools, and S.H.P. programs.
9. Undergraduate Involvement In Policy Making: TPPC seeks undergraduate involvement. Through a luncheon with undergraduates from most programs, new members for TPPC were identified, and a few undergraduates continued to meet and called a session for Marathon Week which may yield members for the School Council. Further help is needed here from any and all, especially if a functioning Undergraduate Council is to emerge.
10. Administration of TPPC: Good intentions and superb effort aside, it is clear to all that TPPC's administrative operations are not yet adequate for the job ahead. Two specific efforts are now underway to remedy, or suggest remedies, to this problem:
 - (a) Ernie Anderson has been asked, and agreed, to assist in the development of a GANT chart through which the range of TPPC projects and agendas can be plotted, prioritized, and "costed" in terms of man hours needed for accomplishment.
 - (b) Jeanie Crosby, doctoral student in administration, is studying TPPC's administration and will make recommendations.

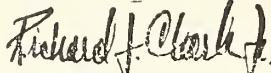
It is conceivable that TPPC, after examining the results of (a) and (b) above, will seek the School Council's support in allocating greater resources to teacher preparation.
11. Non-Teaching Education Majors: The Chairman of TPPC and Deans for Student Affairs and Academic Affairs need to clarify the present ambiguity re: who is responsible here. Soon.
12. Other Concerns: on the table but not yet addressed:
 - (a) Developing a systematic follow-up of present and recent graduates
 - (b) Preparation for the NCATE visit.
 - (c) Soliciting even more faculty involvement in teacher education
 - (d) Minority student and faculty recruitment
 - (e) Monitoring the placement success of each program
 - (f) Enhancing the reward system for those involved in and running undergraduate programs

Chapter 1

Section 2: The Unit of Teacher Education and
Its Role in Program Development

A reminder: At the time it was created, TPPC agreed that it should cease to exist no later than June, 1973. This was to prevent ossification and to encourage the entire school to again examine and provide for its undergraduate programs, while still allowing TPPC to start and substantially complete its plans.

Respectfully submitted,



Richard J. Clark, Jr., Chairman, TPPC, for

Norma Jean Anderson
Jon Ball
Paul Chandler
Reg Damerell
William Fanslow
Philip Gates
Michael Greenebaum
A. Donn Kesselheim
Horace Reed
Earl Seidman, ex officio
Joanne Bonine
Kevin Weir, Members

Conclusion

The TPPC program at the School of Education, University of Massachusetts, is an attempt to allow students and faculty alike to participate in quality learning experiences that will allow for individualization based on felt needs and already existing expertise. It is our feeling that all too often ones course of study is the reflection either of a majority of a faculty and students' expertise or the result of a single powerful expertise of a minority of a given faculty. We have as a major value the belief that experimentation in education that is responsible, caring and based on strong rationale is necessary to meet the increasingly changing needs of a dynamic society. As those needs change so will, we hope, our programs for future educators. The participation of students in the multi-programmed unit has done much to counteract the lack of individualization and the depersonalization that is inherent in a homogeneous teacher training program in a large institution.

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Resources

Faculty Involvement With Activities in Elementary
and Secondary Schools

The School of Education faculty is involved in a variety of ways and to varying degrees with schools and communities in Massachusetts and other parts of the country. Both faculty members and students work with elementary and secondary schools, in part because of a commitment to educational change beyond this school's walls and because of the contribution it makes to their own personal professional growth. Many of the TPPC programs, presented in Chapter 3, are involved directly with schools working on an integrated approach to teaching, urban education, the open classroom, international education, early childhood education, education of the physically handicapped and others. Many faculty members are also involved in consultant work throughout the state and other parts of the country.

The specific involvement that faculty members will have in elementary schools and high schools will constantly change depending on the needs of the schools and the needs and expertise of the faculty. The range of these activities is very broad and might include such things as an experimental school in California, a training program for Head Start Leaders in New England, a workshop in environmental education in Amherst, value clarification seminars for secondary students, a career opportunities program for educational paraprofessionals in Worcester, Massachusetts and in-service training programs offered by many Learning Centers in which faculty visit elementary and secondary schools and/or in which elementary and secondary teachers from all over the country come to Amherst to attend.

Many of the services the School of Education faculty performs are financed as special projects or grants. A sampling of the projects illustrates that the School operates within a framework that allows for and encourages a direct relationship with off-campus schools and other related institutions and that this relationship serves the needs of both those institutions and the faculty and student body of the School of Education. The projects serve the needs of the School by providing funds and in-service training for faculty and students. The projects are presented here as examples of that involvement; other examples will be given throughout the report to describe courses, student experiences in the field, etc. Taken together, the gestalt of the report should show that this type of involvement on the part of faculty and students is an important component of the School of Education's teacher training programs.

The following projects show the diversity of input the faculty has made in such areas as the Integrated Day approach, experimenting colleges, and universities, employment of disadvantaged youth, alternative schools, the Teacher Corps, the training of paraprofessionals in urban settings and the Headstart Leadership Training Program. The projects presented here are all a part of the on-going academic programs in the School of Education and provide experiential learning for students in the alternative programs presented in Chapter 3.

The Staff Development Cooperative consisting of representatives from selected school districts in three New England states was formed during the summer of 1971 in order to ~~prepare~~ for, plan and implement an Integrated Day approach. The program is designed to bridge the usual gap between pre-service and in-service teacher education. A workshop on the Integrated Day approach is planned from July 12-30 at the School of Education and participants will be drawn from cooperating school districts.

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The University Without Walls is a funded project of the Union for Experimenting Colleges and Universities which calls for an alternative plan for undergraduate education which can lead to a college degree. A planning group of some seventy-five UMass students and faculty have drawn up a UWW plan which calls for admission of up to 50% for non-university students, a variety of learning resources and options, and a strong advisory and community component. A pilot UWW program is scheduled to go into operation in the fall of 1971.

Project J.E.S.I. a cooperative distributive education program will also secure employment for disadvantaged youth--in this case between 100 and 150 high school drop-outs. The youth will fill employment shortages identified by the business community and will be trained in direct reference to the jobs they hold. The program is designed to focus on three areas paramount to the development of human potential--occupation, education and self--and will pilot a workable program that can be adopted by local schools and other concerned agencies.

The National Alternative Schools Project funded by the Office of Education in July, 1971, promises to be one of the most important programs of the School of Education over the next two years and beyond. Under this program, the School will develop both substantive and process models for the planning and implementation of alternative schools in the public sector and the training of personnel for the planning, implementation and staffing of alternative schools. Several alternative school sites will be identified and initiated.

The Teacher Corps Program continues to focus on the integration of Africa into American curriculum. For the past two years it has operated in connection with the Worcester Public Schools, but beginning

with the sixth cycle will be transferred to the public school system of Providence, Rhode Island. An added dimension to the Providence program integrates METEP components--competency based instructional modules--in the areas of community involvement, urban education and human relations to the introduction of innovative African curriculum.

The Career Opportunities Program is a federally funded program designed to provide an educational career ladder for low income minority group personnel who aspire to positions in the field of professional education. This combination work-study program enables teacher aides and associates in school systems to earn a college education and B.A. while continuing to serve as paraprofessionals in their local school systems. Close to 200 paraprofessionals from Brooklyn, New York and some 45 from Worcester, Massachusetts started with the program in the summer of 1970 and will continue through to their B.A. degrees. Another 45 from the Springfield Public Schools are expected to join the program in the fall of 1971.

The Head Start Leadership Training Program is concerned not only with the head start child and with head start staff but also with helping the whole community improve social services, health and nutrition, parent involvement, career development, individual growth, community attitudes and fostering increased participation.

The faculty exhibit should provide evidence that we only apply for or accept funded projects that the faculty is trained to run. The School has rejected many requests to run projects either because it did not agree with the philosophy behind them, or because the faculty could not adequately handle them due to other commitments or because we did not feel qualified to run them. Since the projects are accepted or rejected by outside local or government agencies the acceptance of

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a project proposal and the allotment of funds by an agency reveals their belief that the projects and the people running them are worthy and qualified to make them successful.

Institutional Support To The Faculty

The University of Massachusetts and the School of Education provide many benefits in the form of pay schedules, secretarial support, working conditions, etc. that attract and hold competent faculty members. We would also like to think that the philosophical framework of the school and the opportunity to work in areas defined by faculty are a major reason for the high quality of our graduate and undergraduate faculty.

Provisions for the Efficient Use, Support, and

Protection of Faculty Competence

Compensation of Faculty

The information included in this section describes the formal framework for providing necessary aid and protection to faculty members. It includes such things as pay schedules, work loads, benefits, sabbatical leave policies, professional growth mechanisms, clerical and logistical support and a description of the audio-visual center. In addition to these formal mechanisms, something must be said about the general atmosphere in which faculty members work. The pace is very fast here because the school is relatively new and committed to experimentation in Education. New programs and courses are being added to the already existing programs each year, while old programs and courses are evaluated and changed or dropped each semester. In addition to their regular duties, faculty members often become members of committees or other policy bodies concerned with the improvement of the School. Most faculty members put much more work into the school community than their jobs require; however there is a genuine feeling of community here

and the feeling of being part of an important experiment in education. Being part of an experiment necessitates many failures and conflicts as well as success, and it is the community feeling of faculty and students that often makes it all seem worthwhile.

With the arrival of Dr. Allen three years ago, the School of Education began an all out attempt to recruit faculty members. At that time the National average for assistant professors in their first job was \$10,000 per academic year. The School negotiated for and received a minimum salary for an academic year of \$13,500. The top salary for Assistant professors in the School of Education is \$18,500. The range for Associate professors is \$15,000 to \$24,000 and for full professors is \$19,000 to \$27,000. While our recruitment policy is intended to achieve a well balanced faculty, we try to hire people rather than to fill slots. People are recruited to teach those things they are most qualified to teach and most want to teach, which may mean the offering of courses that were not yet on the books before they were hired.

There are no provisions for overload pay; however, there are several ways a professor can earn extra money. Professors can teach one course a year for 10% of their salary in the continuing education program at the University and can teach a maximum of 2 courses in summer school at 10% of their salary for each course. Faculty members can also receive up to 25% of their salaries to do research during the summer. There is also a university policy that allows faculty members to do one day of consultation per week.

Retirement Fund and Insurance

Full time faculty members are able to receive the full benefits of a retirement fund and have 5% payroll deduction in each paycheck for that purpose. They also have the option to receive health insurance for them-

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selves and their families. If they have a state position, the state pays 3/4 of the cost of the premium. If they are working on a grant they must negotiate for that 3/4 payment from the grant. Two thousand dollars life insurance is automatic along with the health insurance and faculty members can increase that coverage on their own for a very nominal additional premium.

Recreational Activities

Faculty members may participate in intramural sports, individual sports, spectator sports, entertainment, etc., by paying an appropriate fee to the office in charge of the activity.

Sick Leave

Faculty members are allowed 10 days per year sick leave with pay. If they do not use all of their sick days the leftover days are accumulated for future years.

Credit Union

The University has a credit union that enables faculty members to borrow money at low interest rates and to pay for the loan by automatic salary deductions. The credit union also serves as a bank for savings at high interest rates and provides \$1,000 life insurance free for every \$1,000 put into the savings bank.

Faculty Responsibilities

The Board of Trustees at the University has an official written policy on the type of work faculty members are expected to perform. It reads as follows: "It is the policy of the University of Massachusetts to expect each member of the faculty to teach, engage in research and/or other scholarly and creative work, and to perform a service role to and for the University including the academic advisement and counseling of

students." The fulfillment of that job description is evaluated for purposes of reappointment, tenure and merit increments. Faculty are eligible for merit consideration in the second year of service. Recommendations concerning reappointment, tenure and merit increments are initially made by a Personnel Committee to the Dean based on a review of the faculty members cumulative contributions to the School of Education and the University. The Dean then reviews the recommendation of the Personnel Committee and sends it with his recommendation to the Provost.

The basic policy for teaching loads in the School of Education is 3-2 meaning 3 courses (a course being defined as the traditional 3 credit, 16 weeks course) one semester and two courses the next. This would give the instructor 9 classroom hours one semester and 6 classroom hours the next. Since many course offerings may not fit into the traditional 3-credit framework for such things as team taught courses, modular credit, independent study, etc., the determination of the equivalent of a 3-2 load can be negotiated with the Associate Dean for Academic Affairs.

Graduate faculty members are expected to chair on both advising committees and dissertation committees as part of their load. The average number of committees chaired each year is 5 or 6 advisory committees and 4 or 5 dissertation committees.

The faculty exhibit illustrates that there is a wide range of research and/or other scholarly and creative work done by faculty members as part of their contribution to the School of Education and the University. The following information indicates some of the direct institutional support the University and the School of Education give to faculty members for these endeavors, as well as a comment on outside funding support.

"I would like to pay tribute to the phenomenal success that you have had in obtaining outside funding. You have made an excellent record here, much better than any established by

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any other school or college on the campus. And I know that this has meant hard work and lots of travel. You cannot obtain funds of this magnitude by sitting around griping about grievances, real or imagined."

Former Chancellor Oswald Tippo
September, 1970

The above quote by former Chancellor Tippo indicates the exceptional success the School of Education has had in procuring both internal and external funds. Due to the success of its projects the School has developed a reputation for being a good place to successfully invest funds. This has made it possible for it to continue to receive funds and to expect to do so in the future. Since all of our projects are an integral part of our academic programs, the use of these funds has not only meant professional support to faculty members, it has also made it possible for students to participate in a wide variety of experiences.

PROPOSALS AND CONTRACTS

Guidelines for funded and non-funded proposals and procedures for the preparation of contracts for service are available through the School of Education Administration Office. Generally, the deans must review all proposals and contracts, and it is often useful if they can review the proposals at the rough draft stage. Then, depending on their nature, the proposals and contracts will be processed through the established guidelines which will insure the most rapid processing through the already existing channels of the University. Usual University processing requires a minimum of two weeks.

The Assistant Dean for Special Programs has primary responsibility for all proposals that deal with off-campus programs.

The Assistant Dean for Administration has responsibility for budget consideration for all proposals and contracts.

The Associate Dean of Academic Affairs is responsible for all proposals and contracts that concern academic credit, degree or professional staff.

The Assistant Dean for Student Affairs is responsible for all proposals and contracts concerning students.

SABBATICAL LEAVE POLICY

Procedure

A faculty member is asked to submit application forms through the Dean for Academic Affairs (School of Education). Application forms along with expanded procedures and policy are available in the Office of Academic Affairs. General policy is determined in the office of the Provost.

Policy (Amended February 21, 1966 and August 20, 1970)

1. The purpose of the sabbatical leave is to provide uninterrupted opportunity at regular intervals for the professional staff for teaching improvement, writing, research, professional improvement, scholarly pursuits, or to gain new information and experience in order to remain current in one's field.
2. The opportunity shall be available to all members of the professional staff who hold the rank of Instructor* or above, and who have given the University 6 years of full time service.
3. For staff members on academic year appointments, a sabbatical leave may be granted for one academic year (two semesters) at half salary, or one semester at full salary. For those members of the professional staff who are appointed to an "A" contract, a sabbatical leave may be granted on the following basis: in any 12-month period a leave of half pay for 11 months, or at full pay for 5 1/2 months. For teachers, the leave shall coincide with the semesters of the academic calendar.
4. Sabbatical leaves shall not be granted more frequently than one in seven years, with the exception that a faculty member, otherwise eligible for a sabbatical leave, who on the request of his Department Head and with the approval of the Dean, or on the request of the Dean in the case of a Department or Acting Head postpones his application for one year, be eligible for a subsequent leave in the sixth year after his return to the University.
5. Members who are on sabbatical leave may not engage in salaried employment in this country or elsewhere, however desirable the experience. This does not preclude acceptance of scholarships, fellowships, or grants for the purpose of research and study for which no services are required, or Fulbright lectureships when teaching is combined with research.

*Board action making instructors eligible for sabbatical leave took place on August 10, 1970.

6. Recipients of a sabbatical leave must return to duty for at least one full year of service immediately following the expiration of the leave. Failure to comply will obligate the member to return the salary received during leave, unless an exception is made by the Board of Trustees.
7. Each recipient shall, upon his return, file copies of a report of his activities and their results with the President, the Provost, his Dean, and Department Head.

The following points of policy are indicated as the basic criteria by

which the Deans and their Personnel Committees will evaluate requests:

- a. Primary importance is attached to the degree of professional maturity on the staff member and of his research project or other proposed activity.
- b. Priority is given to applicants whose studies are already in progress and who have demonstrated, while in the service of the University of Massachusetts, their desire and ability to make effective use of available time for research and professional improvements.
- c. Priority is given to projects which cannot be pursued without continued absence from the campus.

GRANTS FOR FACULTY RESEARCH

Purpose

An important purpose of the University Research Council is to encourage scholarly research by members of the faculty. This is accomplished by providing modest financial support for projects in being, in initiating new studies, or in support of activities closely related to such activities. Grants have typically ranged from \$100 to \$1,000 with a mean of about \$500.

The amount and duration of support may provide for the completion of a project; it may serve to underwrite the initial phase of an extensive research project or program to a point where more substantial aid can be obtained from outside sources. Investigators are expected to initiate active solicitation from outside research support as soon as possible. It is recognized that outside support is not always available, and depends on the nature of the research. In such cases, Faculty Research Grants may be awarded for a more extended period of time.

Eligibility and General Criteria

The Council will consider proposals from either individual full-time permanent members of the faculty, or from teams of such members. However, not all research related activities are eligible for support.

Activities that are eligible for support include:

1. Research or other scholarly work that is suitable for publication in scientific or scholarly journals, monographs, or books.
2. Foreign travel is eligible for partial support, if a presentation of scientific or scholarly work is to be made, or where the attendance is of particular importance to a research investigation or to the University, Support is usually limited to one-half of the economy air travel costs.

The Council does not support:

1. The research for doctorates to be obtained either from the University or elsewhere.
2. The writing and preparation of textbook manuscripts (except perhaps highly original and advanced contributions).
3. Typing and office expenses related to research. This should be supported through department funds.
4. The preparation of lectures, demonstrations, syllabi or other course-related materials.
5. Domestic travel to meetings.
6. Publication costs, except in extenuating circumstances.

FACULTY GROWTH GRANTS

The program of Faculty Growth Grants is administered by the Faculty Research Council. The program is to provide support for faculty research programs during the summer. These awards are designed to help reduce the financial disadvantage faced by many younger faculty in pursuing their research.

Fellowships in the amount of \$1,000 each will be made available. Final awards are made to individuals recommended by the Research Council and approved by the Provost. The awards are intended primarily for staff at the ranks of instructor and assistant professor.

The awards are designed to support junior staff in those disciplines for which research funds are not ordinarily available from outside sources, or whose preferred lines of study make them ineligible for summer salaries on sponsored research grants. In general, therefore, highest priority is given in the areas of the humanities and the social sciences.

The basic requirement will be that the faculty member devote the summer to promising research of his own choosing. For the purpose of participation in this program research is defined as the study and development of previously unexplored segments of knowledge. However, this research cannot be done to meet degree requirements. The conversion of one's dissertation into a publishable book is accorded low priority in grant consideration.

Individuals making application should have available a period of eight weeks during the summer that is free from other commitments such as teaching, and should submit, in application, such materials as may be necessary to establish their research potential during that period.

The applicant should ordinarily have a research project in progress. Preference will be given to research programs that will enrich the staff member's teaching competence.

Recommendations must be supplied by the appropriate Dean and Department Head. Recommendations should indicate teaching ability. The examining com-

mittee is enjoined to favor proposals from persons whose teaching ability is rated highly.

PROFESSIONAL DEVELOPMENT TRAVEL

The School of Education is allotted a professional development travel fund each year by the State Legislature. A faculty committee of the School of Education on travel funds is in operation in order to determine the allotment of funds to individual professors. Due to Legislative cuts in funds, reasonable requests for travel are often met by the committee recommending partial payment of funds. When partial funds are allotted, faculty members either have to assume the balance or seek other funding.

CLERICAL AND LOGISTICAL SUPPORT

Every Learning Center and many of the funded projects have a minimum of one secretary who does much of the secretarial work professionals need. The School of Education is also allocated, depending on needs, people designated as work-study personnel who work for hourly wages on secretarial jobs or special projects. For example, many of the people who worked on the phone call follow-up presented in this report were work-study people. Most of the logistical support in the form of laboratory assistants, instructional technicians, research assistants, etc. is achieved by granting assistantships to graduate students in the School of Education to perform the appropriate task.

Every faculty member is provided with office space that seems most appropriate in terms of location and size for the purpose of counseling and the normal needs that such space implies. Due to a shortage of space, there are about 5 faculty members who temporarily share their office with a person in their Learning Center or Project. Until more space becomes available this year, the problem of insuring privacy for counseling purposes is usually handled by professors either scheduling non-conflicting office hours or holding counseling sessions in another room. Each faculty member is provided with a phone in his office; however, long distance phone calls must be made on phones that have

been spaced according to special need or in order to make it convenient in terms of location throughout the School.

General Secretarial Service Center

Faculty, staff and graduate students involved in school projects are provided with general service through this Center which is staffed by competent secretaries. To use this service in the conduct of official School of Education business, one must obtain a Secretarial Service Work Order form at the desk of the head secretary, fill it out completely indicating exactly what he wishes done, how he wishes it done and the final disposition of the work. When the work has been completed, it is placed in the appropriate mailbox.

The work is done on IBM Selectric typewriters and if necessary or in the case of a need for many identical originals, can be processed on one of our IBM Magnetic Tape or Card Selectric Typewriters which store the information on tape for future use as often as required.

For those who have the use of the IBM dictating equipment or phones that feed into IBM dictating equipment, the Center has several compatible transcribers to enable the staff to complete the work.

Duplicating Center

By Printing Process --

For our printing needs, we have an Addressograph-Multigraph Total Copy System consisting of an electronic image maker for creating masters from typed, written or hand-drawn copy on white bond paper; a high speed offset press and a 104 pocket collator. This equipment provides multiple copies of high quality at reasonable cost. In addition, if there is a need for pictures to be printed, one may furnish the Center with plates which can be run on the same press.

By Xerox Process --

Two of the newest models, the 3600-1 and 3600-111, are located in our Center, giving us the capability of copying almost anything.

One work order is used for all duplicating, and the determination as to what process to use is made by the staff member doing the work.

For an extra-large printing job such as a catalog, or when our own schedule is tight, the services of the Campus Duplicating Center may be arranged for.

As an additional facility, the Graduate School offers a manuscript typing service.

Standard Office Supplies

Basic office supplies are provided by the Administration and are obtainable through signed requisition. Projects and Centers with operating budgets will normally be charged back for unusually large amounts of any supply item.

Mail Services

The School of Education outgoing mail room is located in the Secretarial Center with separations provided for Campus Mail, Outgoing Stamped Mail and Outgoing Unstamped Mail.

Our mail is picked up by the University Mail center truck at 10:00 A.M. and 2:00 P.M. daily, transferred to the University Mail Center and ultimately delivered to the Amherst Post Office.

Incoming mail is distributed to faculty and staff through boxes in the Secretarial Center and for students, similar facilities are made available in the Lounge. All parcels too large to be placed inside a mailbox are left in the Supply Room and a note is placed in the person's mailbox informing him it is there.

The University has a Bulk Mailing Permit issued by the Amherst Post Office and all School of Education mailing which meets Postal requirements may be mailed under this permit at a considerable saving.

Office Equipment

Faculty members desiring additional furniture for their school offices may request items by memorandum to the Office of the Assistant Dean for Administration. When making such requests, faculty members should bear in mind, however, that the University "standard" for an office complement is: one double-pedestal desk, one swivel chair, a file cabinet, one bookcase, and one side chair. Any items other than this standard allotment will be ordered only when funds are deemed available for such expenditures.

When a request for additional furniture is approved by the Assistant Dean, the faculty member may select the item from the State Contract catalog.

Campus Audiovisual Center

The purpose of the Campus AV Center is to provide the professional staff with equipment, materials and services to facilitate instruction.

They help in the following ways:

EQUIPMENT: Most buildings and/or departments are equipped with common pieces of AV equipment. These can be scheduled through the department head or building coordinator. A pool of portable and specialized AV equipment is kept at the AV Center. This can be delivered to individual departmental offices or classrooms. It should be scheduled as far in advance as possible, and return arrangements made. A repair service is available along with lamps and other expendable items for all University owned equipment. Projection assistance in some cases can be arranged.

LIBRARIES: The Center has a limited library of motion pictures. A catalog is available on request. They can be scheduled by telephone and sent to offices. Catalogs from most producers are kept on file. We have the NICEM film and film-strip indices.

RENTALS AND PREVIEWS: Materials from commercial distributors can be ordered and paid for out of accounts by individual departments.

PHOTOGRAPHIC SERVICES: The Center has a professional photographer who will make projection slides from books, magazines or specimens. This service is normally limited to materials that can be photographed in the Center photo lab and to materials that will be used in classroom teaching.

GRAPHICS: The Center will prepare charts, diagrams, maps and illustrations primarily for projection transparencies to be used in classroom teaching.

OVERHEAD TRANSPARENCY PRODUCTION: The Center has an extension library of masters for making overhead projection transparencies and devices for making transparencies from existing printed materials that are approximately the correct size.

CHARGES: The Center makes no charge for any of its services to support instruction.

Special Services and Facilities

Community Communications

Almost daily there is an urgent need for someone to communicate with every person in the Community. Posters and signs are one way to accomplish this, and as long as the material used is neatly done and posted in a reasonable place, it is permitted. The most effective way to reach most people in the School is by way of an item in the Beacon, the weekly publication of the School of Education. Beacon is published on Fridays, and all copy must be in the Secretarial Center by late Wednesday to be included in the issue for that week.

In an emergency, it is possible to have a memo printed for distribution to all mailboxes. Anyone wishing to have such notices distributed may do so by bringing them to the Secretarial Center where they will be collated with other similar notices and distributed in mid-afternoon to all mailboxes.

Meeting Rooms

The Education or Mark's Meadow Auditorium may be scheduled in advance for special classes, seminars or meetings of any kind relative to School of Education interests.

For similar groups, Rooms 128, 226, and 228 are available by appointment.

Key-Punch and Calculator

The School of Education has the following equipment for the convenience of the Community, as well as telephone service, and is open at all times for the convenience of those having the need of such facilities.

One Model 029 IBM Keypunch with 026 character set.

Two computer terminals, one of which is portable for direct access to the Campus Computer Center.

One electric desk calculator with visual rather than paper tape output.

Section 2. Students in Basic Teacher Education Programs

The admissions office at the University of Massachusetts has been working hard at finding an equitable method of accepting freshmen into the University. Being a State Land Grant University, the University of Massachusetts is committed to providing quality education for as many of its citizens as possible. The Admissions Office feels that an admissions policy based primarily on grades or test scores can be prejudicial and not conducive to admitting a desired heterogeneous student population. The students entering as freshmen in our university during the last few years reflect a high degree of heterogeneity and excellence based on an admissions policy that has a series of criteria rather than one, for admissions.

It is after ascertaining a discernible pattern exhibited by such things as test scores, academic records, recommendations, and outside activities that a decision is made on who should be admitted to the University. Furthermore, no one criterion such as academic records will necessarily eliminate students. The following information illustrates the criteria from which a discernible pattern is usually derived.

Scholastic Aptitude Tests

The Scholastic Aptitude Test is required of all entering freshman and the Preliminary Scholastic Aptitude Test is highly recommended. The scheduled December testing date is preferred by the Admissions Office but the March and May dates will be accepted for juniors taking the test. It is strongly recommended that all applicants, especially those who may be weak in their overall profile, submit three Achievement tests, one of which should be English Composition, the other two being the applicant's choice. All out-of-state students must submit the three achievement tests and foreign students must either submit the SAT's or TOFEL (Test of English as a Foreign Language).

The following three tables indicate that the majority of students in

Education compare favorably with the freshmen as a whole at the University as well as with National averages:

CLASS OF 1974 - ALL STUDENTS

	CEEB - V		CEEB - M			H.S. RANK	
	N	%	N	%		N	%
700-Up	96	2.9	158	4.8	1-5%	542	16.9
650-699	215	6.6	378	11.5	6-10%	618	19.2
600-649	449	13.7	618	18.8	11-15%	553	17.2
550-599	678	20.7	834	25.4	16-20%	441	13.7
500-549	816	24.9	706	21.5	21-25%	326	10.2
450-499	603	18.4	399	12.2	26-35%	372	11.6
400-449	286	8.7	135	4.1	36-50%	206	6.4
350-399	107	3.3	44	1.3	51-75%	109	3.4
300-349	24	0.7	7	0.2	76-99%	44	1.4
200-299	1	0.1	1	0.1			
TOTAL	3275		3280			3211	

EDUCATION
CLASS OF 1974

	CEEB - V		CEEB - M			H.S. RANK	
	N	%	N	%		N	%
700-Up	3	1.4	0	0.0	1-5%	31	14.7
650-699	9	4.2	13	6.0	6-10%	58	27.5
600-649	18	8.4	24	11.2	11-15%	51	24.2
550-599	40	18.6	59	27.4	16-20%	37	17.5
500-549	60	27.9	71	33.0	21-25%	11	5.2
450-499	51	23.7	31	14.4	26-35%	12	5.7
400-449	20	9.3	14	6.5	36-50%	5	2.4
350-399	14	6.5	3	1.4	51-75%	6	2.8
300-349	0	0.0	0	0.0	76-99%	0	0.0
200-299	0	0.0	0	0.0			
TOTAL	215		215			211	

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Section 2: Students in Basic Teacher
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CLASS OF 1974 - MEDIANS

	<u>CEEB - V</u>	<u>CEEB - M</u>	<u>H. S. RANK</u>
All Students*	537	570	14%
All Males*	530	584	19%
All Females*	546	555	11%
All Swing Shift	479	516	31%
Swing Shift Males	480	546	35%
Swing Shift Females	478	488	27%
All CCEBS	342	365	68%
CCEBS Males	357	381	70%
CCEBS Females	324	339	63%
Arts & Sciences Males*	547	593	17%
Arts & Sciences Females*	560	562	10%
Agriculture*	515	543	23%
Business Administration*	486	556	22%
Education*	518	541	12%
Engineering*	516	602	17%
Home Economics*	524	556	10%
Nursing*	521	533	12%
Physical Education Males*	452	522	37%
Physical Education Females*	496	538	16%
Public Health	487	524	5%

* Does not include Swing Shift and CCEBS Freshmen

Preparatory Studies

The applicant's secondary school preparation is considered one way of indicating the capacity to handle the quality of scholastic work which the University has established as its standard of achievement. A prerequisite for admissions is the satisfactory completion of a four year high school course or its equivalent. A minimum of sixteen units should be offered according to the following recommendations:

English4
College Preparatory Mathematics3*
Foreign Language (2 years of one language).2
U.S. History.1
Laboratory Science.1

*Preferably two years of algebra and one of plane geometry.

The minimum of five other units should be offered in the areas of mathematics, science, foreign language, history and social studies, or free electives (not more than four units).

In-State and Out-of-State Admissions

By order of the Board of Trustees, 95% of all incoming freshmen must be residents of the State of Massachusetts. The admission policy of the 5% out-of-state freshmen is not as flexible as in state admissions and relies much more heavily on grades and test scores.

Admission by Discernible Patterns

The final decision to admit or reject an applicant to the freshmen class is based on a rigorous study of discernible patterns that tend to be

indicative of success or failure at the University. The Admissions Office sends a representative to every secondary school in the Commonwealth that has a student applying for admission. The representative has a conference with the guidance counselor and other relevant personnel about the probability of success of applicants. The representative also brings with him facts about students who may have been accepted in previous years from the appropriate secondary school in order to help the University and the secondary school check on the validity of the counselor's recommendations. Some acceptances are based on these recommendations, especially for students who may not show up well on the other criteria used for admission. This type of student often got a slow start due to family or other problems and his academic record may need special evaluation. Rejections may also come from this process for students who got off to a fast start in school then rode the crest of an excellent initial academic record.

The Office of Admissions gathers its data, then, on four basic criteria and then tries to evaluate the total pattern that an applicant revealed before graduation from secondary school. It is an understanding of the total pattern rather than any one indicator that determines acceptance or rejection to the University. The four criteria are as follows:

1. Academic Record

- a. Selection of courses in secondary school
- b. Section of specific classes e.g. honors, advanced placement, etc.
- c. Pattern of Grades
- d. Rank in Class

2. Guidance Counselor Conference

- a. Conference on individual applicants
- b. Conference on past applicants from the secondary school who have been accepted into the University

3. Test Scores

- a. PSAT
- b. SAT
- c. Achievement Tests
- d. Other diagnostic and achievement tests given by the secondary school

4. Outside activities

- a. Participation in school clubs
- b. Participation in school athletics
- c. Participation in other school or community activities

General Requirements

Residence

It is the policy of the University that the final year's scholastic work be taken in residence, which is defined for this purpose as continuous enrollment and regular attendance in classes conducted on the campus of the University. This requirement may be waived by the Board of Admissions and Records upon recommendations of the major department and Dean of the college or school. Such approval should be obtained in advance of undertaking the degree in absentia. The Board may also waive the requirement for a student admitted to an appropriate professional school after completion of six or more semesters of work at the University, provided:

1. That the cumulative average at the University is 2.5 or higher.
2. That satisfactory evidence is presented indicating completion of work comparable to that offered at the University in amount sufficient to satisfy requirements for the appropriate bachelor's degree.
3. That the major department and Dean of the College or School approve.

No student is allowed more than ten semesters including semesters at other colleges, to attain the required graduation average. Twelve

accumulated semester credits earned in summer schools at the University or other colleges constitutes a semester. A student who maintains the required graduation average but is deficient in course requirements may continue enrollment until his course requirements are completed.

A student must successfully complete a minimum of 45 credits in residence to be considered for the baccalaureate degree.

A student will be terminated for academic deficiency at the end of seven, eight, or nine semesters if he has failed to satisfy the cutting point requirements of his class set for the seventh semester. A student so terminated may apply for readmission under the usual conditions.

Classification of Undergraduate

Part-Time Students

A. Degree Students

1. Full-Time Students

All students carrying 12 or more credits must be accepted as degree candidates and assigned to a graduating class.

2. Reduced Load Students

Full-time students may obtain exemption from the minimum load requirements set by the Faculty Senate only upon approval of their academic dean based upon recommendation of the appropriate one of the following: Health Service, Deans of Men, Women, or Students, or Counseling and Guidance Office. Such exemption is ordinarily not granted except upon the basis of health or critical personal or academic problems. A regular student may not enter the non-classified degree category nor the special (non-degree) category.

Reduced load students are considered as full-time students in all benefits, fees, and obligations. They continue in a

class designation. The only exception made in their case is to the minimum load regulation. Although reduced load students carry less than the minimum load, the appropriate semester and cumulative quality point requirements for retention do apply and the semester counts as one of the ten towards graduation. Reduced load students bear a regular Student I.D. card.

3. Non-Classified Degree Students

Students who are admitted to degree status on the same basis as full time students, but with the expectation of only part time pursuit of the degree are considered Non-classified Students. They are given a classification of "NC." For their initial enrollment they are processed as incoming freshmen or transfer students. They are assigned to a major department, to provide appropriate counseling and pre-registration advising.

To be eligible for continued enrollment, non-classified students must maintain a cumulative average equal to the graduation average of the University. They bear a Special Student I.D. card.

The category "Non-Classified" is an original admissions category and is not designed as a category into which full-time students may revert for purposes of part-time study.

B. Non-Degree Students

1. Special Students

A transient student accepted for one or two courses on a non-continuing basis is assigned to this category (Class designation "SP"). No evaluation of transfer credentials or

course advising is offered to students in this category nor are they entitled to any student benefits. Their continuance is not automatic, but at the discretion of the appropriate admissions officer. A minimum of the graduate average of the University would be required for an "SP" to continue. They bear a Special Student I.D. card. Regular students may not revert to this category for purposes of part-time study.

Admission of Freshmen into
the School of Education

The School of Education now admits its students, already accepted by the University, on a "first come first serve basis" until it reaches its ceiling on the number of applicants it can accept. That number has been fixed for the next two years at 500 elementary majors per class and 400 secondary students per year. The ceiling reflects projected needs and allows for exceptions if the needs change. The School of Education is currently studying developing other more equitable and meaningful methods of admitting students into TPPC after they have been admitted by the University.

The staff at the TPPC office, however, does all it can to provide the necessary information that a student might need in order to determine if he would like to study in a teacher education program at the University. In order to achieve this end the TPPC offers a variety of experiences for interested students:

Publications

The School of Education submits to the University newspaper articles describing its programs. It also includes a description of its programs and course offerings in the University Bulletin.

Advising

The TPPC office has advisors on hand to talk to prospective applicants in order to determine if they should enter into the teacher education program.

Recognizing that advising of prospective and present students is an essential element in a successful teacher training program, the School of Education has recently created the position of Assistant Dean of Student Affairs, currently held by Dr. Norma Jean Anderson, to work on better ways of insuring meaningful communication among prospective and present students and faculty. The need for this position has become increasingly apparent with the adoption of 16 alternative teacher education programs to replace the existing single program of a year ago.

Speeches

Members of the School of Education Community speak on and off campus to organizations both formally and informally about the work being done at the School.

Individualized Program

Even though there are sixteen programs offered by the TPPC, all incoming freshmen enter into the Individualized Program. While taking general requirement courses during their freshmen year in the Individualized Program, students are encouraged to use this year to determine first if they want to remain in the School of Education and, second, in which of the many programs in TPPC they would like to enter as a sophomore. By talking with their advisor in the TPPC office and making use of the other formal and informal opportunities mentioned earlier, students help determine which program they would like to enter.

Entrance into Specific TPPC Programs

Once a student has decided on a specific program in which he would like to enter, he must be formally accepted into that program by its Program Director. Each Program has a ceiling for the number of students it can accept. Even though Program Directors can use their own criteria for acceptance or rejection of an applicant, there is some similarity in their criteria for acceptance. It is expected that an applicant to a program in teacher education show a deep commitment to teaching as a career and improving education in the society as a whole. Each Program Director also feels that his program has something special to offer that the other programs do not offer. It is therefore essential for students to choose a program which seems to meet their particular needs. Some students may find that none of the programs meet their needs and may choose or be advised to either work out a program of their own in the Individualized Program or to drop out of the teacher education program completely.

The one underlying principle that all programs follow is that each student is in a sense an "exception". That is, they are encouraged to work out programs that are individualized and general enough at the same time so as to meet University and certification requirements.

Evaluation

The ongoing evaluation of students is carried out by the School of Education in the following ways: by evaluation of the student teaching experience, individual faculty recommendations, the advising program and student self-evaluations.

The University's main method of screening out students is by required grade point averages described below. The School's major screening out method, student teaching, is described in the "Profile of Graduating Students from Teacher Education Programs," while the major methods the School has of screening in students appears in this section.

MAT and M.Ed. Students

All students seeking a Masters Degree from the School of Education are required to accumulate a grade point average of at least 3.0 for 15 hours of graded courses either within or outside of the School of Education in order to remain in their programs.

Secondary Students

All students receiving a degree in a major field in order to teach in secondary schools are required to accumulate a grade point average of at least 2.0 depending on the specific program they are in if they wish to remain in that program. Since students wishing secondary certification are enrolled in the Individualized Program but receive their degree from the department of their major, they are also subject to their departments requirements.

Screening In To Programs

Since the School of Education is on a pass/fail system for all of its courses, with the exception of external requirements such as 15 hours of grades required for MAT and M.Ed students, a grade point average does not reflect education courses. Students are required by the University, however, to maintain a 2.0 average for graded "core" courses. The School of Education is moving to make the process of screening out students from each of its programs and the entrance into a program be on a basis of self-analysis and faculty evaluation throughout their academic career; however, if students either decide or are advised to leave a program or the teaching profession as a whole, it is the advisor's responsibility to help the student to find a new direction. It facilitates self-selection and self analysis by its publications and faculty speeches dealing with the School's Philosophy of Education, already discussed in this chapter. The major means of aiding in

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a self-selection process is by means of a series of modular courses, strongly recommended to all freshman, called Pre-practicum. The Pre-practicum courses are designed to be short term courses, usually six weeks, that will enable students at an early stage in their studies to become involved in real life teaching situations, simulated teaching situations and individual reading programs that enable a student to read in areas that may be helpful in terms of personal and professional growth. The Pre-practicum courses were designed to alleviate one of the greatest problems in teacher education programs - that students don't have enough exposure to real life issues and experiences in teaching until their junior or senior years. The offering of courses on a modular basis, helps students to have a wider variety of experiences in their freshmen year. Modular courses being less than a semester in length offers the additional advantage of providing more time for faculty. The following course descriptions, prepared by Dr. Miltz, director of the Pre-practicum program, is a sample of the type of offerings that students might take in the Pre-practicum.

Pre-Practicum
Bob Miltz/Director

I OBJECTIVE

The objective of this course is to give you an opportunity to explore the alternatives available to you in the School of Education so that you can make an informed decision on the program that would best fit your needs and commitment. The course will also give you an opportunity to get involved in some real world educational activity so that you can test your feeling that teaching is for you.

At the end of the course I would like you to be able to answer these questions:

- A) Is teaching for you? Why
- B) Have you found a program that interests you? Which one(s)?
If not, why?
- C) Do you have an idea about what your program will consist of
during the remainder of your stay at the University?

II COMPONENTS

In order to develop these objectives the course will consist of five
basic components:

- A) Information Component - You will receive general information
about the School of Education and specific information
about the teacher education programs available to you.
- B) Activity Component - You will be asked to develop an activity
(tutoring, observing, etc.) which will give you a first-hand
look at real classroom teaching.
- C) Reading Component - There should be a number of books that
you have always wanted to read and felt would help you as
an educator and person. This component will give you an
opportunity to read two books of your choice.
- D) Project Component - You will develop a teaching project which
will be presented to students.
- E) Small Group Component - Time will be reserved during the latter
part of the semester so that you can get individual question and/
or problems resolved in a small group setting.

III ORGANIZATION

So that you understand exactly what is expected of you, each component
will be discussed in detail.

A) Information Component

1. Each teacher education program Director in the School of Education will present the goals and requirements of his program. You are not required to sit through all program presentations as all of them may not interest you. Instead you can come to those that interest you and skip the others. In order that each program Director knows how many people to expect, you will be asked to sign-up for those presentations you wish to attend. You are reminded that if you are not already in a program, you should be applying for acceptance into a program by the end of this semester. Below are the dates that each Director will be discussing his program (The TPPC Handbook describes each program for you).

Feb. 4	- Bill Masalski	- Model Elementary Teacher Education Program
Feb. 7	- Dave Day	- Early Childhood Education
Feb. 9	- George Urch	- International Education
Feb. 11	- Jack Hruska	- Distributive Education
Feb. 14	- Donn Kesselheim	- The Alternative Schools Program
Feb. 16	- Ray Wyman	- Media Specialists Program for the Deaf
Feb. 23	- Mike Greenebaum	- Teacher Education Program at Mark's Meadow
Feb. 25	- Dick Schaye	- Urban Education
Feb. 28	- Mike Minor	- Sociological, Historical, Philosophical Teacher Education Program
Mar. 1	- Barbara Roberts	- Special Education Exchange
Mar. 3	- Jeff & Marsha Goodman	- Explorations
Mar. 6	- Bill Fanslow	- Off-Campus
Mar. 10	- Dave Yarrington	- Reading
Mar. 13	- Don Cuniff	- Martha's Vineyard

2. There will be a number of General Sessions for the entire class. These sessions will cover topics of importance to all of you and will be used to distribute additional course information. The General Sessions dates and topics are listed below:

- Jan. 28 - Sign-ups for TPPC Program Presentations
- Jan. 31 - Sign-ups for Education Activity Component
- Feb. 2 - Dick Clark, Director, TPPC will answer questions
and clarify role of TPPC
- Feb. 18 - Project Organization
- Mar. 8 - Bob White, Director Teacher Education Placement
Office, will discuss teacher placement concerns and
job market forecast
- Mar. 22 - Modular Credit Information
- Apr. 14 - Marathon Information
- Apr. 28 - Pre-Registration Information
- May 12 - Last day of class. Summary and Questionnaire to be
filled out and turned in.

B) Activity Component

The activity component is designed to give you an opportunity to get out into the real educational world. The minimum requirement is one activity and a two page critique of your experience.

(Due May 12). You may sign-up for more than one if you wish.

Below is a listing of possible alternatives. We will use the Jan. 31 class period to give you more information and sign-up for an alternative.

1. Tutoring Activities

- a) N.E.S. Tutoring in Springfield - one afternoon or evening a week. There is a bus that goes from UMass to tutoring sites in Springfield.
- b) Amherst Tutoring - one or two mornings or afternoons at East Street School in Amherst.
- c) Crop Program in Holyoke - one evening a week tutoring in Holyoke. Will need a car.
- d) Day-Care Center - work one morning or afternoon a week at the Day-Care Center on UMass Campus.
- e) Individualized Tutoring - Do you know of a tutoring situation that you can set up yourself? If so, fine. Go ahead!

2. Observation Activities

Last semester a number of students set-up their own observation activities. Below is a list of things they did. Got any new ideas? If so, you can do it.

- a) Set-up observing schedules to observe classes in local schools. Just see Principal and ask permission.
- b) Observe classes at Mark's Meadow from observation deck.
- c) Spend a number of days studying the structure of a school.
- d) "Shadow" a Principal, Teacher, etc.

3. Alternatives?

Any alternatives you can think of that will get you into the real world of teaching and education is fine. Check it out with me.

C) Reading Component

There should be two books around that you have always wanted to read and felt would help you as an educator and person. Individual reading is aimed at giving you the opportunity to do this. I would like you to read two books of your choice. Once you have read them, fill out on a 3 x 5 card your critical evaluation of the book and its worth.

3 x 5 Card

<p><u>Author, Title, etc.</u></p> <p>Critical Evaluation (one side only)</p>
--

Once all the cards have been received I will put them in alphabetical order (by author) and have them typed up into a bibliography that each of you will receive. Cards due April 14.

D) Project Component

This component is designed to give you a chance to develop a real teaching exercise. The idea is for you to think of something you would like to teach to students (age level is your own choice, from pre-school through high school). Then (and most important!) is for you to develop some creative and exciting way to present this information to students (i.e., game, activity, role playing, film, etc.). Near the end of the semester we will have a day when all of you show off your projects. We are planning to invite students from nearby schools to come here and try out your projects. We will have judges who will decide on the "most creative", "best liked," "biggest washout," etc., and hand out prizes accordingly. There are guidelines that you must stay within:

1. 20 minute time limit - this means your presentation (or whatever) cannot be longer than 20 minutes (it may be shorter!).
2. Your emphasis should be on developing a project from available (and free) materials. However, if you feel you must spend some money (batteries, film, or such) there is a \$10 limit. Yet creativity is what you should emphasize and the use of free material.
3. A one (1) page summary of what you did for a project and how it was developed.

E) Small Group Component

This component will allow you to meet in small groups so that individual concerns and questions can be answered effectively. We will have small group meetings later in the semester and will give out schedules during one of the General Sessions.

Special Programs - Career Opportunities Program

The COP program deserves special mention because its screening in method is based on a different set of criteria than other programs. The New York

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COP program, having a specially selected student body and designed to meet the immediate needs of the inner city schools does not follow the admission policy already described in this chapter and needs special mention.

The New York Career Opportunities Program in the School of Education was approved as a special program leading to B.A. degrees in education at the University of Massachusetts for school paraprofessionals in the model cities area of Brooklyn. It is totally funded by federal resources and is a special response by the university to the need for personnel from poverty areas to staff inner city schools. The paraprofessionals will have the same status as all other university undergraduates and will pursue a bachelor's degree of 120 units, of which at least 60 units must be in Arts and Sciences, with a major in Education. Some students are transferring credits from other colleges and universities, but at least 45 units must be obtained in University of Massachusetts courses in accordance with University policy. The students will satisfy the residence requirement since all courses in the program, though offered on site in Brooklyn, are university courses taught by regular UMass personnel. (Courses in Brooklyn will be offered by University of Massachusetts faculty and staff collaborating with the Office of Continuing Education.) The students will be expected to satisfy the same course and core requirements and meet the same academic standards set for all University of Massachusetts undergraduates. The program leading to a B.A. degree has been provisionally certified, in an unprecedented move for an out-of-state university, by the New York Board of Regents. In general 4 units are given each semester (8 per year) for an education practicum (under supervision and with accompanying seminar) and the remainder in regular university courses (usually Arts and Sciences or Education). At this time there are 195 students in the program with no

decision yet made regarding a new cycle of students. It is understood that this program leading to a UMass Bachelor's Degree is a special response to special educational needs of poor and minority students who can be expected to meet a critical national need--professional staffing by minority personnel of inner city schools.

Profile of Graduating Students from Teacher Education Programs

The following profile indicates those final steps that are followed in the evaluation of students in teacher education programs. Graduating students are involved in their senior year in a variety of checks in order to determine both their competency and that of the program they were in. All of their files are kept in the TPPC office and it is the responsibility of that office to make sure papers are in order and to advise students in terms of their programs and general graduation and certification requirements.

Placement Office

In order to receive certification in the State of Massachusetts, all students are sent to the Placement Office of the University to fill out the appropriate application forms. The director of the Placement Office, Mr. Bob White, after receiving completed applications and making sure they reveal the necessary data for certification, will then forward them to the State Department of Education. The Placement Office offers its advice on Massachusetts certification as well as other states, both to advisors in the TPPC office and directly to students seeking advice. In most cases students are advised each semester by the TPPC office advisors as to what certification and general requirements still need to be met. Students who successfully meet the state requirements for certification would have completed the equivalent of four successful years of study at the University.

Therefore, by the time they are ready to apply for certification they will have gone through several years of advising and evaluation and can be certain that if their student teaching and methods courses were successful that they will be recommended for certification by this institution. Even though most students are screened out of programs by the time they student teach, the evaluation of student teaching provides the School with one of its most realistic methods of screening students.

Recommendations

The School of Education also requests that each student file with the placement office at least three non-confidential recommendation forms filled out by people who are qualified to attest to their teaching and academic abilities before graduation. A sample of that form follows.

PLACEMENT & FINANCIAL AID SERVICES

Room 239

Whitmore Administration Building
University of Massachusetts
Amherst, Massachusetts 01002



EDUCATION

NONCONFIDENTIAL

RECOMMENDATION FORM

Name (Last)

(First)

(Middle)

Degree

Major

Date

INSTRUCTIONS: You may fold but do not wrinkle or soil this form. It will be reproduced by machine. IT SHOULD BE TYPEWRITTEN or printed in DARK pencil (ballpoint pen will not reproduce).

PART I: (To be completed by student.) I would appreciate completion of this form, copies of which may be used in recommending me to prospective employers. This recommendation is necessary for the completion of my placement dossier to be used now and in the future. I am interested in the following teaching areas and/or positions:

PART II: (To be completed by reference. Please use typewriter or print with dark pencil.) ALL STATEMENTS ON THIS FORM ARE NONCONFIDENTIAL AND MAY BE SHOWN TO REGISTRANT. The School of Education has adopted a policy of nonconfidential documents in the belief that it is an important step in creating an honest, forthright environment which is crucial to the fostering of personal freedom and responsibility.

Please check the following items as they apply to the above student	Unable to Evaluate	Excellent	Above Average	Average	Below Average	Unsatisfactory
CHARACTER (Honesty, Forthrightness)						
PERSONALITY (Ability to get along with others)						
ACADEMIC ACHIEVEMENT (In major field of study)						
PERSISTENCE & DRIVE						
LEADERSHIP POTENTIAL						
MANNERS & APPEARANCE						
SELF-CONFIDENCE (Poise, etc.)						
ABILITY TO EXPRESS SELF						
ALERTNESS (Grasps things quickly)						

REMARKS: Statements are often more helpful than the above check list. Include here any information which you think might be useful in evaluating the candidate. This can be a summary or elaboration of any of the various categories checked or a statement. (Use additional sheet if necessary.)

How long have you known the candidate? ; in what capacity?

Name (Please Print)

Title

Date

Student Teaching

It is hoped that by the time a student actually goes out to student teach he will have had enough real life and simulated experience in the classroom to feel secure about student teaching. Each teacher, depending on his abilities and situation, is visited on the average of once every other week by a supervisor from the School of Education. Supervisors are usually doctoral students who have had experience in teaching and/or supervising before coming to the University of Massachusetts. The supervisor, along with the cooperating teacher is responsible for evaluating the performance of the student teachers. Even though students who would not be successful as teachers should have been screened out by this point, it is the job of the Supervisor and the cooperating teacher to decide with the student teacher if: a) he should pass the course and be recommended for certification, b) he should pass the course and not be recommended for certification, and c) if he should not pass the course. This process is carried out by means of observation, conferences and feedback from anyone who may have come in contact with the student teacher in the institution where he taught.

Profile of the 1970-1971 Graduate Class

In order to get a general evaluation of the student teacher and their teacher training programs, the Teacher Education Center developed an evaluation procedure, under the direction of Miss Betty Proper (doctoral std.) and Dr. William Fanslow, for all student teachers for the academic year of 1970-1971. Every student who was student teaching during that year was required to participate in this evaluation. In order to get as much data as possible the students were assured that the information asked for would not be used to grade students, rather it would be used to attain a general profile of the graduating class of 1970-1971 as part of a continuous evaluation of our teacher education

programs. The major goal of the intern-student teacher evaluation was to determine if there were any differences among the various programs: elementary student teachers, elementary interns, secondary student teachers, and secondary interns. Since the material in this study relates closely to questions illicited by the NCATE Guidelines for Chapter 4, "Evaluating the Performance of Graduates From Basic Programs," the results and specific evaluation design will be presented there.

The student teacher population from the year 1970-71 reveals a variety of training in terms of professional and life experience, and is illustrative of the fact that the population of undergraduates as a whole is very heterogeneous in terms of professional and life experience. The central file located in the TPPC office includes material to substantiate the above statement. It reveals a wide variety of national test scores, personal interests that are directed towards experience in such things as urban education, the open classroom, differentiated staffing, international education, etc. Also on file are non-confidential recommendations from education professors, cooperating teachers, supervisors from the School of Education and other relevant personnel. Since students are not required to take the National Teachers Exam, it is difficult to present quantitative data in the form of national norms. Both qualitative and quantitative evaluations are desired, but not in terms of national norms.

This data is kept in the central file of the TPPC office for the purpose of evaluation and guidance of teacher education students. It is only after the total file has been evaluated that a student is recommended for certification. Since the file is kept up as an ongoing process, and guidance in terms of requirements and professional and personal needs is part of that process, very few students are shocked to find out they are not going to be recommended for certification by the time they student teach.

Section 3: Common Instructional Resources for Basic Teacher Education Programs

Housing of the School of Education

The School of Education faculty and administration are housed in the School of Education Building, the Graduate Research Center, Montague House, Wysocki House and Arnold House. The Dean's Office and the Assistant Deans' offices are all housed in the School of Education Building. The University Lab School is attached to the School of Education Building. The rationale for housing faculty is based on available space and particular needs inherent to each Learning Center or Project. The Faculty members of both Projects and Learning Centers are housed together with the other members of their Project or Learning Center.

The size of the School of Education faculty and student body has increased tremendously during the past three years. In order to accommodate the increase, extensive changes in the physical facilities have taken place. The School of Education Building has been completely rennovated, so that what once were classrooms are now mostly office space for Learning Centers, Program Directors, Administration and other faculty and staff members. The advantage of the rennovations is that students and faculty members have easy access to each other by being centrally located. The disadvantage of this housing arrangement is that most classroom space must be arranged for in other buildings on campus.

The scheduling of classroom space in available classrooms on campus has not seemed to provide any educational problems for either students or faculty. Secondary students have found the situation advantageous because the courses they take in their major field of study often meet in these buildings. Classroom space is provided for the School by having the Assistant Dean of Academic Affairs submit each semester a statement of needs to the Scheduling Officer of the University. The Scheduling Officer in turn tries to best fulfill those needs as available resources permit. There are some facilities that would prove

a hindrance to learning if they were not housed centrally. The Media Center, for example, and its equipment are for the use of all faculty members and students and, therefore, housed in the School of Education Building.

The School of Education does not believe that it is presently adequately housing its faculty and providing for classroom space; however, the University has found it space where it can and will provide us with modular space for the next year. As is true with most growing universities, the available space often lags behind the student growth. The School of Education is now provided with only about 1/3 the permanent space it needs. In order to alleviate this problem, the School has made both immediate and long-range plans. The School has in the past and will continue in the immediate future to renovate its own building when it seems necessary as well as to secure the use of other buildings whenever possible. The Arnold House space mentioned in the introductory paragraphs of this section was recently procured in this manner. The long-range plans for the School of Education are far more extensive. In July of 1970, the Building Committee of the School Council submitted to the University a formal comprehensive study and proposal for a new School of Education Building. Though the reception of the proposal appears to be positive (the University has placed a new School of Education building as a priority item), this is the first step in the complicated procedure before we will actually be housed in a new building.* It is hoped, however, that by 1975 there will be a New School of Education building capable of housing students and faculty for years to come.

*This Building Committee report will be available in the NCATE workroom.

UNIVERSITY OF MASSACHUSETTS/AMHERST
UNIVERSITY LIBRARY

10/12/71

Education Library

The University Library consists of a Main Library and several branch libraries including one for Education. As of July 1, 1971, the latter included 20,162 volumes of cataloged monographs and 2338 volumes of bound periodicals covering all aspects of Education. Approximately four hundred periodical titles are received regularly in the Education Library as well as elementary and secondary curriculum guides from school systems all over the United States. The Education Library also has an uncataloged textbook collection which is constantly being up-dated and a reference collection including general reference books as well as those related specifically to Education.

Perhaps the most valuable resource of the Education Library is ERIC--Educational Resources Information Center. The Library possesses over 70,000 ERIC microfiche and receives an average of 1500 new microfiche monthly. A monthly abstract journal, RESEARCH IN EDUCATION, abstracts the most recently completed reports of current research projects in the field of education. Through the resumes and indexes in RESEARCH IN EDUCATION the resources of ERIC are made easily available. Three microfiche readers are in the Education Library for the use of the ERIC microfiche.

An elementary school library housed in the School of Education and staffed by the University Library holds about 5,000 volumes. The collection serves the students of Marks Meadow Elementary School and is also available to the students and faculty of the School of Education. The Education Library is also developing a childrens literature collection as part of the Library's regular collection.

Total holdings of the University Library exceed one million volumes and all are available for the use of students and faculty in all schools and colleges of the University. Thus the holdings of the Education Library are supplemented by those of the other campus libraries in many fields, such as psychology, the other social and behavioral sciences, science teaching, etc.

Library Services

Among the services offered by the University Library to its users are the following:

1. Reference service by professional librarians in the Main Library, Education, Physical Sciences, Biological Sciences and Music Libraries.
2. An instruction program in the above libraries teaching the use of the library as well as providing bibliographic instruction related to the specific needs of a particular course.
3. Inter-library loan service for books and photocopy through the Main Library.

4. Photocopy service by an attendant in the Main Library and the Graduate Research Center Library which houses the Education and Physical Sciences Libraries. Coin-operated xerox machines are also available in the Main Library, Graduate Research Center Library and the Morrill Biological Sciences Library.
5. Open book stacks in all campus libraries.
6. Reserve service in the Main Library and all branch libraries.
7. Special vertical files in several of the libraries such as a test file in the Education Library and microfilm collections such as ERIC described above.

Cooperative Projects

The Library participates in several cooperative projects. It is a member of the Hampshire Inter-Library Center (HILC) whose members include the University and several well-known private colleges in Western Massachusetts. HILC possesses a collection of 35,426 volumes of serials and monographic sets which is housed in a separate area of the Main Library of the University. A HILC Library messenger service facilitates the exchange of materials on inter-library loan between the five colleges in the Amherst area.

The University Library is also the central library for a cooperative computer based acquisition and processing project which is in its third year of operation and serves the 29 state institutions of higher education in Massachusetts. Under this project of the Massachusetts Board of Higher Education, the University Library will acquire and catalog during Fiscal Year 1972, one and half million dollars worth of library materials. These funds will be supplemental to the regular acquisitions of these institutions. Over four million dollars worth of books have previously been processed by the project.

New Buildings*

A new library in the Graduate Research Center was occupied for the first time by the Education and Physical Sciences Libraries this fall. The Graduate Research Center Library has a stack capacity of over 200,000 volumes and seats for 342 readers. In 1972 the Education Library will move to new quarters in the new University Library now under construction. This 28 story library will have a potential capacity of 2½ million volumes and seating for over 3000 readers.

On the main level of the library will be located the public catalog, listing the holdings of all campus libraries, the reference department, current periodical and newspaper collection, microform collection, technical services departments, etc. The tower levels will include the book stacks and study areas as well as areas for reserve books, the administrative offices, special collections and archives, exhibit facilities and lecture rooms for library and book-oriented meetings and programs. The tower levels, which will be serviced by five high-speed elevators, will be arranged in groups of three, with a study area between pairs of stack levels. Each study will be a small, quiet area in which readers may retreat away from the noise and movement of other readers and library personnel. Each of the study levels will contain 90 individual studies (carrels) and six departmental studies for faculty members and graduate students.

*See appendix for a floor plan of the building.

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Each stack level will house 125,000 volumes and seat 56 readers at individual study desks located near the windows. In so far as possible, books and periodicals of primary interest to a particular discipline will be located on the stack floors closest to the study levels containing individual and departmental study areas for that discipline. From a study level, one will have book stack capacity of 250,000 volumes one flight away and an additional capacity of 250,000 two flights away, in either direction.

Additional new library facilities will include a Biological Sciences Library which will be in the next addition to the Morrill Science Center and a non-book collection for the Fine Arts in the new Fine Arts Building now under construction.

Collection

Since 1965 the University Library has grown from 427,996 volumes to over one million volumes. During this period the Library has attempted within the limitations of budget to acquire All Books Current (ABC) of importance to the teaching and research interests of the University Community. In 1970 the Massachusetts Legislature appropriated a two million dollar capital development fund to the University Library. This money is being used to fill gaps in the collection and correct deficits from the pre-1965 period before the start of the ABC program.

Library Automation

An automated book order system (BOS) has been in successful operation since June, 1969. This on line system, designed and implemented by the Library's Systems staff is currently processing all orders for books, periodicals and other library materials. The BOS system can: (a) prepare and mail out new book orders; (b) notify requestors of orders placed; (c) change, or update orders to utilize and record vendors' reports; (d) automatically claim over-due orders; (e) record receipt of books; (f) produce copies of the order slips which are filed in the public catalog for the information of the Library's users and (g) maintain fiscal records and statistics. In addition, an IBM 2260 computer console is located at the Reference desk and used by the reference staff to retrieve order information in response to user's requests.

An automated cataloging system has been in successful operation since May 1970. For all titles for which the library possesses cataloging copy at the time of order, the bibliographic information is keypunched and entered into the system. Upon receipt of a book, catalog cards are automatically produced within five working days unless it is necessary to correct the bibliographic date. Catalog cards for all materials cataloged by the library are produced and alphabetized ready to file by the computer and the data stored on magnetic tape.

Statistics

The statistics that follow indicate the scope of the library and its activities.

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I.

STATISTICS OF THE COLLECTION
FOR THE YEAR ENDING JUNE 30, 1971

LIBRARY MATERIALS	PREVIOUS TOTAL June 30, 1970	ADDED DURING YEAR	NEW TOTAL June 30, 1971
Books	582,587	68,699	651,286
Periodicals, bound	120,173	23,914	144,087
TOTAL CATALOGED VOLUMES	<u>702,760</u>	92,613	<u>795,373</u>
Documents	183,137	18,935	202,072
Curriculum Guides	1,230	132	1,362
Geological Surveys	1,877		1,877
Phonograph Records	2,886	40	2,926
Total Other Items	<u>189,130</u>	19,107	<u>208,237</u>
TOTAL VOLUMES	<u>891,890</u>	111,720	1,003,610
Reels microfilm	28,246	15,970	44,216
Other Units Microtext	103,321	16,169	119,490
Total Microtext	<u>131,567</u>	32,139	<u>163,706</u>
TOTAL COLLECTION	<u>1,023,457</u>	143,859	<u>1,167,316</u>
Serials Titles Received Including Periodicals	11,907	3,053	14,960
Periodical Titles Received	8,617	970	9,587

SERVICE STATISTICS 1970/71

	<u>MAIN</u>	<u>BRANCH</u>	<u>TOTAL</u>
Regular Circulation	217,586	86,637	304,223
Reserves	212,415	76,807	289,222
Non-Book	13,785	6,880	20,665
TOTAL	443,786	170,324	614,110
Reference (Total Queries)	40,359	28,181	68,540
Inter-Library Loan Service Material Borrowed Including Xerox			4,523
Material Loaned Including Xerox			5,144
Library Usage: Door Count Main Library			731,668

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LIBRARY BUDGET

	<u>Book Budget</u>	<u>Total Budget</u>
FY 1967	\$ 1,165,133	\$ 2,064,231
FY 1968	771,081	1,926,769
FY 1969	1,028,785	2,306,931
FY 1970	795,084	2,162,928
FY 1971	1,755,800	3,459,192

LIBRARY STAFF

	<u>Professional</u>	<u>Non-Professional</u>
FY 1967	40	112
FY 1968	45	113
FY 1969	48	113
FY 1970	52	125
FY 1971	52	129

SEATING CAPACITY OF PRESENT LIBRARIES

Main Library	1160
Branch Libraries	<u>637</u>
TOTAL	1797

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LIBRARY HOURS

Main Library:	Monday-Friday	8:30 a.m. - 12:00 midnight
	Saturday	8:30 a.m. - 10:00 p.m.
	Sunday	2:00 p.m. - 12:00 midnight
Education Library:	Monday-Thursday	8:30 a.m. - 10:00 p.m.
	Friday, Saturday	8:30 a.m. - 5:00 p.m.
	Sunday	2:00 p.m. - 10:00 p.m.

Hours of the other branch libraries vary. Hours are abbreviated in most libraries during holiday and vacation periods.

Media/Communications Center

The Media/Communication Center of the School of Education serves both as a resource for all of the School and as a Learning Center for course work and the preparation of Media specialists. It enables students to become aware of the educational opportunities resulting from recent media innovations. The equipment available and a sampling of the studies students pursue in the Media/Communications Center follows:

Equipment Available

All students whether they be graduates or undergraduates are permitted and encouraged to "learn by doing" and to check out the available media equipment from the Media Center either for Independent Study, course work or modular credit. We do not have circulation statistics for the use of the equipment; however, the fact that it is almost constantly in use by students in every Learning Center and that the Center is always working to expand the resources indicates that the Center has provided a vital service in the training of teachers in the area of educational media.

The following list indicates all types of equipment available for Check-Out from the Media Center as of October 1970. We expect the list to expand this year in terms of numbers and variety of equipment.

A-V Equipment:

super 8mm movie cameras

8mm movie cameras

16mm projectors

quartz IODIDE lamps

overhead projectors

opaque projectors

reel to reel tape recorders

record players

viewlex slide projectors (also filmstrip)

T-V Equipment:

tripods	1/2" videocorders (playback) CV-2110
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1 inch microteaching carts	1/2" portable videocorders DVK-2400
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AC extension cords	2400 A.C. Adaptors
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23 inch monitors	CMAI adaptors
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microphone stands

The Media/Communications Center offers a wide variety of courses for undergraduates and graduate students that provide for a wide range of expertise and experience. The following list of course offerings is a sampling of the range of courses students may take from the Center:

MEDIA/COMMUNICATIONS CENTER

COURSE OFFERINGS

235/535 EDUCATIONAL MEDIA, TECHNOLOGY AND SYSTEMS - 3 cr.

The characteristics, capabilities and implications of a variety of media to a variety of educational strategies. A survey or introduction of course for media specialists and a basic course in modern communications media and techniques for other educators.

236/536 AUDIOVISUAL INFORMATION TRANSMISSION - 3 cr.

Investigation of available knowledge which may be of value in the design of audiovisual materials that will provide aesthetic and affective experiences in educational contexts.

237/537 TELEVISION IN URBAN AND SUBURBAN EDUCATION - 3 cr.

Deals with television as a tool for implementing instructional and educational objectives in urban and suburban environments.

238/538 TELEVISION RESEARCH - 3 cr.

Description and analysis of the relevant research in educational television and an examination of television as a research tool.

239/539 MEDIA AND LEARNING - 3 cr.

Investigation of theories of media and learning and their applications to the educational act.

240/540 ADVANCED EDUCATIONAL MEDIA - 3 cr.

A study of the historical and social aspects of media on educational systems with special reference to philosophies, learning systems and communication models which relate to the teaching-learning situation.

241/541 EDUCATIONAL FILM PRODUCTION - 3 cr.

Experience consisting of theoretical data and project applications designed to involve students in the production of educational messages in a motion picture film format.

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Media Course Offerings (con't)

- Ed 04/686 Special Problems in Education: Journalism in Education Rutstein
- An evaluation of Journalism in Education will be made. Students will learn how to spot education news stories, how to treat them, and how to edit. Students will also learn basic and investigating reporting techniques. Students will actually try to uncover stories in education and write and edit them. The best stories will be compiled into a magazine. We hope to develop a crusading educational magazine.
- Ed 05/686 Special Problems in Education: Meditated Language Nourse/Wyman
sect. 6 for Deaf Children
- The four main areas covered in this course include
1. the various methods of teaching language to the hearing impaired, 2. media utilization in teaching language, 3. general level of language development at different ages, and 4. proper selection of language for captions based on the target audience. During the semester, four guest speakers who are experts in the field will each give a presentation on his method of teaching language to the deaf.
- Ed 07/686 Special Problems in Education: Creating Educational Damerell
sect. 7 Film and TV Storyboards
- The new visual-audio language of film and television communication. Projects will consist of creating film and television messages by the means of storyboards. Some students may want to film or tape their creations. However, the primary effort will be on pre-production creativity.

The modularization of offerings available to students has been very instrumental in allowing students to experience a wide variety of innovations. The following sampling of the Center's modular program illustrates the range of available experiences students can have. The modular credit descriptions are a sampling of the actual offerings students had to choose from in the Fall of 1971.

Sample of Center's Modularized Program for Fall of '71.

TITLE: Media and Communications Resource Center (Creative Utilization of TV
in the Classroom)

DESCRIPTION:

Abstract, practical and future role of television as educator will be examined. Hopefully, technical appreciation as well as technical competence will be combined with critical thinking and sophisticated awareness of the educational potentials of television with the combination resulting in innovative research designs.

LABORATORY:

Students will be introduced to videotape machinery and the technical world of closed circuit television. After students familiarize themselves with the equipment through personal use and demonstrations, they will have an opportunity to create and technically produce a series of closed circuit broadcasts. Hopefully, through such exercises a technical appreciation and competence will develop.

SEMINAR:

An ongoing small group will be established to probe, analyze and discover why television is a unique educator. Theoretical implications will be drawn from a series of selected and varied readings with the creative utilization of television being the one dependent variable appearing in all topics discussed: Hayes, A

Syllabus: Education Through Vision.....Haver, Eidetic Images.

Some of the many issues that will be raised are: nature and enrichment of sensory judgment; self concept and motor development of pre-school children; identity and image -- agreement or conflict -- mass media and other media -- interactive and non-interactive media; and survey and analysis of ETV. Discussion of the selected reading and topics will hopefully foster

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critical thinking, create a sophisticated awareness of the educational potentials of television, and result in innovative research designs.

PROJECT/INDEPENDENT STUDENT:

CREDIT:

Laboratory	- 1/2 module per hour
Seminar	- 1 module per hour
Project/Independent Study	- 30 modules per project

SCHEDULE: The Television Laboratory will be open 4 hours a day, 5 days a week to begin Fall, 1971

CONTACT: (To be arranged)

NAME: Media Center

TITLE: Media and Communications Resource Center (Still Photography in the Classroom)

DESCRIPTION:

Photography is one of the most important means of visual communication today. It is necessary that future teachers understand the power and effectiveness of the photograph. Achievement of this understanding will require practical experience in photographic techniques. The course is designed to give students fundamental knowledge which they will be able to use in their classroom of the future.

LABORATORY:

The laboratory will examine basic photographic phenomena such as what happens inside a camera and what happens in the darkroom. Students will learn how to process and print black and white film, and fundamental of color photography.

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SEMINAR:

In the seminar, students will discuss applications of what they have learned in the lab, to what they can do in a classroom. They will explore the potentials of photographic exhibits, slide shows, and mixed media.

PROJECT/INDEPENDENT STUDY:

Following the labs and seminars students will be expected to produce projects(s) which can be used in classroom situations. These projects will be negotiable in terms of modular credit.

CREDIT:

Laboratory	- 1/2 module per hour
Seminar	- 1 module per hour (20 hours strongly suggested)

SCHEDULE:

The Photography Laboratory will be open 4 hours a day, 5 days a week,
to begin Fall, 1971

CONTACT: Leigh Svenson
545-1599 office
253-2412 home

NAME: Media Center

TITLE: Media and Communications Resource Center (Film Making for
Classroom Teachers)

DESCRIPTION:

LABORATORY:

This laboratory will explore the fundamentals of film making: use of Super 8 mm film cameras, editors, splicers and projectors. Techniques of photographing and editing film to make clear statements will be examined. A special section of the lab will deal with film animation using the techniques developed by the Yellow Ball Workshop in Lexington, Massachusetts. Miss Carol Sones, a graduate of the Workshop, will lead the animation

section.

SEMINAR:

This will follow-up the laboratory and explore the potentials of the film for use in the classroom. Students will meet in groups to try out their film ideas, scripts and storyboard on each other. Films of educational merit will be viewed and analysed. Seminars will last four weeks.

PROJECT/INDEPENDENT STUDY:

This will be the culmination of the laboratory/seminar experience. The student is expected to prepare a script or storyboard for a film that meets stated educational needs or that explores the potential of film for use by elementary or high school students. A completed film is required to obtain credit.

CREDIT:

Laboratory	- 1/2 module per hour
Seminar	- 1 module per hour (20 hours strongly suggested)
Project/Independent Study	- 30 modules per project

SCHEDULE:

The Film Making Laboratory will be open 4 hours a day, 5 days a week. To begin Fall, 1971. (specific date to be announced)

CONTACT: Juan Caban -- Room 22B -- 545-1597.

NAME: Media Center

TITLE: Media and Communications Resource Center (Reading and Listening)

DESCRIPTION:

LABORATORY:

This experience will involve an overview of what happens in a Reading Program. Discussions, observations, and practical experiences will be provided in traditional and innovative techniques in diagnosing and ameliorating reading and listening problems; and in teaching young children to

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read and listen. The other major topic will be discussion of the process of learning to read and listen.

SEMINAR:

This will follow-up the Laboratory experiences and will be completely individualized. Students will meet in groups to try out their ideas on others. Seminars will last four weeks. Students will be admitted to the seminars by having a proposal accepted by the instructor.

INDEPENDENT STUDY:

This will be the culmination of the laboratory/seminar experience. A student would be expected to have a research design and proposal prepared for a research study, or a clearly defined proposal for a curriculum development project, or other development plans before he is admitted to this stage.

CREDIT:

Laboratory	- 1/2 module per hour
Seminar	- 1 module per hour
Project/Independent Study	- 45 modules per project

SCHEDULE:

The Reading Center will be open 4 hours a day, 5 days a week. To begin Fall, 1971.

In addition to serving off-campus community, by working with educational television stations in the development of programs, the Center serves the campus community by video-taping important School of Education functions (convocations, symposiums, retreats, seminars, classes, etc.) for later viewing by students or faculty.

Instructional Resources Related to New Educational Concepts

We have already stated in the description of our faculty, that the School of Education is committed to experiential learning and that the gestalt of the report should prove we are living up to that commitment. The description of each of our TPPC programs will be especially relevant to the NCATE guidelines question on resources students have in new educational experiences.

The intent, then, of this section is to give a concrete sampling of the resources available to students.

Micro-teaching is a method by which students teach a segment of a lesson to a group of children hired by the School of Education. The lesson is video-taped and immediately discussed with a supervisor for strengths and weaknesses. After suggestions for improvement are agreed upon, the teacher then reteaches the lesson to a new group of students.

Strength-training is a simulated teaching experience that follows a similar format to micro-teaching (with or without a video-tape) except that the students are the teacher's peers and role play the age level they are supposed to be. Feedback is given to the teacher from the supervisor as well as peers.

The Modular Credit Program of the School of Education has been one of the most important logistical steps in making it possible for students to experience real life teaching situations in a variety of settings. The Amherst area is an

ideal setting for students to see both highly progressive and highly traditional settings; however, there are many more traditionally-oriented schools. It is felt that students can have positive and negative learning experiences from both types of schools. In Amherst, along with the Lab School, there are several schools from which students can choose to earn modular credit for observing open classroom teaching, differentiated staffing, team teaching, modularized scheduling, Day Care Centers, nursery school, drug clinics, Integrated Day schools, and other innovations.

Students will have the opportunity to student teach in the above mentioned schools as well as a large number of schools throughout the State and country and some schools in foreign countries that provide experiences not available in this area. (See folio presentation of off-campus programs).

In addition to the above mentioned methods of exposing our students to innovative teaching situations, the School of Education is moving toward building a library of video-tapes and movies that both discuss and show real life innovations.

General Student Resources

The University has a number of professional units or services available to students. Among these institutional resources that support the teacher education program either directly or indirectly are the following:

The Foreign Student Advisor offers assistance to foreign students, faculty and staff. He will give advice on immigration status, housing, financial assistance, relations with Americans, and English as a second language course.

The Counseling Center's aim is to support student's efforts to develop into a mature, useful, self-fulfilled member of society. The Center's day to day work with the student-client involves psychological counseling on personal, social, educational and vocational problems - all on a confidential basis.

The University Health Center provides guidance for the optimum physical, emotional and social welfare in the University Community.

The University Drug Center provides drug counseling for students and disseminates information on drugs to the Community.

The Placement Office offers advice on teacher certification in State and out of State, vocational and career counseling and a file of pertinent records and recommendations to be used by prospective employers.

Subject Matter and Professional Interest clubs and organizations that deal with varying interests of future educators are also available to interested students.

CHAPTER 3

Basic Programs in Teacher Education

Section 1: Common Program Elements in Basic Programs

Students pursuing a degree in one of the teacher education programs on the undergraduate level have certain common elements in their programs in terms of University requirements and School of Education requirements. The University requires that a student take at least 120 semester hours of course work with an accumulated grade point average of at least 2.0 in order to graduate. All students are required to take at least 60 semester hours of course work outside of the School of Education and at least 30 semester hours of course work within the School of Education. The remaining 30 semester hours of course work are for electives and can be taken anywhere in the University. The common requirements can be summarized by the following:

1. 60 hours within the University
2. 30 hours of electives to be taken anywhere in the University
3. 30 hours within the School of Education

These requirements can be broken down further in terms of University requirements and School of Education requirements.

60 hours of course work within the University

The 60 hours of course work within the University are known as Core Curriculum Requirements and as such include course work in the following areas:

1. Symbolics of Information
2. Natural Sciences
3. Behavioral Sciences
4. Humanities

While individual departments may have additional requirements, the

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Section 1: Common Program Elements in Basic Programs

Core Curriculum Requirements can be outlined as follows:

Core Curriculum Requirements

In addition to the requirements for all students listed below, each school or college and major program has additional requirements to be found in other parts of the Bulletin. The Bulletin has been sent to the visiting NCATE team. It also indicates the specific courses from which students can choose.

- A. An introduction to the theory and practice of writing and speaking, and to the study of communication in our society by the successful completion of two courses in Rhetoric, one of which must be Rhetoric 100 or Rhetoric 110, chosen from those identified by the letter "B" in this Bulletin.
- B. An introduction to the humanities and fine arts by the successful completion of three courses chosen from those identified by the letter "C" in this Bulletin.
- C. An introduction to the social and behavioral sciences by the successful completion of three courses chosen from those identified by the letter "D" in this Bulletin.
- D. An introduction to mathematics and the natural sciences by the successful completion of three courses chosen from those identified by the letter "E" in this Bulletin.
- E. Intensive or specialized work in a particular department, division, school or college constituting a major and consisting of the successful completion of at least fifteen semester hours of credit in junior-senior courses in the area of the major.
- F. A basic physical education course of two semesters' duration is required of all students. The course is PE 100 and carries one credit

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per semester. A transfer student awarded 15 or more transfer credits must complete the physical education semesters of the class to which he is assigned (i.e., a transfer student given 15 transfer credits must complete one semester of physical education). A transfer entering with an Associate Degree from an accredited institution is exempt from physical education. Students who originally enroll in this University, subsequently transferring in work from other institutions, may be awarded physical education waivers congruent with those given to transfer students. Veterans are not automatically awarded waivers.

[Humanities courses include the following major areas: Art, History, Language, Music, Philosophy, et. al.

Social and/or Behavioral Sciences include the following major areas: Anthropology, Economics, Government, Psychology and Sociology (Introduction to Psychology is required of all Education majors).

Math and natural sciences courses include the following areas: Astronomy, Botany, Chemistry, Entomology, Geology, Mathematics, Microbiology, Physics and Zoology.

30 hours of electives to be taken anywhere within the University*

While the 30 hours of electives can be taken anywhere within the University, including the School of Education, advisors in each program encourage students to take courses outside of the School of Education that would supplement their professional studies. The University offers a wide variety of courses in fields related to Education that would supplement a student's professional studies; however students are also encouraged to use some of their electives for courses they think would be of personal

*Students seeking secondary certifications, but not education majors, use their 30 hours of electives to attain the necessary minimum of 22 hours of education requirements.

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interest. The elective courses that students take within the School of Education are offered within the Learning Centers and are described in the graduate program folios.

30 hours of course work within the School of Education

The 30 hours of course work required within the School of Education include course work in the following areas:

1. Humanistic Sciences
2. Behavioral Sciences
3. Teaching and Learning Theory with Laboratory and Clinical Experience
4. Student Internship

1. and 2. Humanistic and Behavioral Sciences

The humanistic and behavioral elements of our teacher training programs are a required part of all our curricula and enable students to study problems concerning the nature and aims of education, the curriculum, the organization and administration of a school system and the process of teaching and learning theory. These requirements also include course work that incorporates the findings and methods of other areas such as psychology, sociology, anthropology, economics and political science. The requirements in these areas are used to carry out these objectives; however the School of Education takes the position that though these requirements should exist the specific courses taken to meet the requirements will and should vary according to the nature of each program and the individual needs of students. In order to achieve individualization each alternative program, for example, offers several different courses that would meet the requirement for a course in Foundations of Education. [Following the description of the four basic elements of teacher education program requirements will be a schedule of the courses taught in the Fall of 1971 and the professors

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who taught them, within the School of Education.]

3. Teaching and Learning Theory with Laboratory and Clinical Experience

The major requirement in this area is for students to take a methods course. Included in methods courses are both those methods that are general to all teachers and those that are more specific, depending on the subject being taught. In addition to the methods courses, students have a wide variety of simulated teaching courses and prepracticum courses to choose from. (These have been described in chapter 2). The significance of these courses is that they introduce students to the methodology of teaching early in their studies, so that they can make the most of later studies and experiences, including their methods course and student internship.

4. Student Internship

During the past three years the School of Education has been moving towards the student internship rather than student teaching. While student teaching was for a period of 8 weeks, a student internship is for a period of 16 weeks. Three years ago approximately 50% of our students were student teaching while the other 50% were student interning. As of this year student teaching has been virtually phased out, except for a few special cases. The value of the student internship is that it allows for a more in-depth experience in "direct substantial participation in teaching over an extended period of time." A student normally takes his student internship during the last semester of his senior year; however several programs are moving in the direction of having students take their internship during the last semester of their junior year or the first semester of their senior year. Other programs may also move in this direction because it has the advantage of allowing students to answer questions they may have had about

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teaching before they leave the University.

Supervisors in most of our teacher training programs are doctoral students. We have been able to require that they have experience in teaching and in many cases supervisory experience in order to be given an assistantship to supervise student teachers and interns. Supervisors given an assistantship are required to work twenty hours a week and see each of their students and related personnel on the average of every other week (every week for the first three weeks). The average load for this type of supervisor is 12 students. The School's Office of Field Experience has worked very hard to achieve this load, which was more than double that only three years ago, in order to insure effective supervision. The load can vary, however, depending on the amount of travel involved in the supervisor's work and the nature of individual school settings.

For some special off-campus programs, supervisors are doctoral students who live on-site and work with a larger number of students on a full time basis. There are also several schools, for example in Temple City, California (See "off-campus" folio presentation) where the School of Education has provided an "adjunct professor" to do the supervisory work with periodic visits from faculty members in the off-campus program of the School of Education.

All supervisors are supervised by either the on-campus or off-campus field directors and their staff, and required to take a course in the supervision of student teachers. The course involves a thorough study of methods, philosophies, evaluation techniques, simulated experience, in-service workshops preparation, etc. in the art of being an effective supervisor.

The sites to which the School sends its interns have changed greatly

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in nature during the past three years. While students used to be sent to almost any available school in the area, they are now sent to schools that most complement the particular program an intern is in and his individual needs. We have been able to accomplish this objective by means of selective choice within the area, and, selective choice of schools in this country and other countries. The description of each program in the folios reveals the wide range of schools a student can now choose to intern in.

The School of Education actively seeks out schools and personnel that would most complement our existing teacher education programs by actually sending representatives out to prospective sites in order to determine if the schools are appropriate and if the schools feel our interns are appropriate. Once a site has been agreed upon, interns are interviewed on an individual basis by the appropriate personnel on site. In addition to the selection of sites, supervisors are given the responsibility of determining if particular schools are meeting the needs of student interns. In some cases, especially off campus sites, the School often sends a faculty representative to evaluate the quality of students' internships.

The School of Education publishes a handbook on student teaching to be used for its own guidelines and also to be used by participating schools. While the handbook will be available in its entirety for the visiting NCATE team, appropriate excerpts from the handbook follow:

C. The Principal of the School

1. Exercises leadership in establishing a school climate which fosters optimum development of the practice teaching program.
2. Participates in the selection of qualified cooperating teachers.
3. Assumes an active role with cooperating teachers in planning practice teaching experiences.

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4. Gives continuous assistance and support to the student teacher or intern in the developing of appropriate professional relationships with the faculty, staff, pupils, and community.
- D. The Cooperating Teacher
1. Serves as a model of successful teaching.
 2. Serves as a teacher of teachers.
 3. Performs supervisory functions.
 4. Works with the student teacher or intern as a professional colleague.
 5. Serves as a counselor.
 6. Assists the University in improving the practice teaching program in the school.
- E. The Faculty and Staff of the Cooperating School
1. Exhibit a high standard of professional ethics and competence.
 2. Provide an atmosphere of acceptance of the student teacher or intern.
 3. Accept voluntarily their professional responsibility to participate in the preparation of teachers.
 4. Assist cooperating teachers by providing opportunities for enriching experiences.
- F. The School of Education
1. Insures that the student teacher or intern will have acquired a knowledge of:
 - a. General background
 - b. Subject matter to be taught
 - c. Human growth and development processes
 - d. Textbooks and other instructional materials and resources
 - e. Techniques of instruction
 - f. The nature of the practice teaching program

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g. The responsibilities and obligations of student teachers and interns.

2. Provides local school officials with appropriate information concerning student teachers and interns.
3. Participates in the assignment of student teachers and interns.
4. Develops significant inservice programs for the staffs of cooperating schools.
5. Provides leadership in the supervision and coordination of the total practice teaching program.

G. The University Supervisor

1. Acts as the liaison person between the college and the cooperating school.
2. Exercises leadership in developing programs of practice teaching.
3. Participates in the selection of cooperating teachers and the assignment of student teachers and interns.
4. Provides leadership in the development of inservice programs for the staffs of cooperating schools.
5. Assists cooperating teachers in planning and carrying out the student teachers' or interns' programs.
6. Conducts conferences and/or seminars with student teacher and interns.
7. Visits and observes student teachers and interns at work in the schools.
8. Gathers and interprets evaluative information concerning the progress of student teachers and interns.

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Assignments to Practice Teaching*

A. Basic Considerations

1. Assignment of the student teacher or intern is the joint responsibility of the University and cooperating school personnel.
2. The University and the schools develop policies and procedures which are mutually understood and respected in the assignment of student teachers or interns.
3. The cooperating teacher is responsible for planning and coordinating the student teachers' or interns' programs. To provide the student teacher or intern a greater variety of experiences a number of teachers may serve as cooperating teachers in working with one individual practice teacher.
4. It is not desirable to assign student teachers or interns to schools which they attended.
5. The school is staffed by a principal and teachers who have an interest in and an understanding of student teaching and intern programs and are willing to cooperate.
6. The school is accredited by the New England Association of Colleges and Secondary Schools or a similar approved accrediting agency.
7. The school program and physical facilities are adequate to provide the student teacher or intern with profitable experiences in his teaching field.

*Association for Student Teaching, Commission on Standards for Supervising Teachers and College Teachers, The Supervising Teacher, Standards for Selection and Function.

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B. Criteria for Selecting Cooperating Teachers

1. Possession of the level of academic preparation recommended by the profession as desirable for one in his teaching position (a bachelor's degree should be a minimum).
2. Consistent demonstration of high quality teacher performance.
3. Demonstration of personal-professional attitudes desirable for one in a leadership role in teacher education.
4. Demonstration of evidence of continuous professional growth.
5. Participation in the program voluntarily; viewing supervising the growth of practice teachers as a contribution to his profession.
6. Recommendation by his local administrators and approval by the administrators of the University's Teacher Education Program.
7. Knowledge of the basic principles of supervising practice teachers or willingness to accept an academic learning experience, the better to prepare himself for this responsibility.
8. Effective team membership.
9. Professional and ethical behavior.
10. Active participation as a member of selected professional and educational organizations.
11. Knowledge of the literature appropriate for use in general, professional, and field of specialization areas and the disposition to use these materials in teaching.

Working With the Student Teacher

Practice teaching programs represent the culminating experiences in teacher preparation. They provide opportunities for student teachers and interns to synthesize and apply theoretical learning in realistic, planned,

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professional situations.

A. Characteristics of an Effective Program

1. An attempt to meet the needs of individual student teachers and interns.
2. Provisions within the program for:
 - a. The orientation and adjustment of the student teacher and intern to the total school situation.
 - b. The gradual induction of the student teacher or intern into full teaching responsibility, beginning with routine tasks and proceeding gradually into the more advanced phases of teaching.
 - c. Experiences in all activities normally expected of a regular member with respect to hours in the school day, meetings, non-teaching duties, and student activity duties.
 - d. The opportunity for the student teacher or intern to initiate ideas of his own with the guidance and assistance of his cooperating teacher.
 - e. Continuous evaluation of the student teacher's or intern's professional growth.

B. Orientation: The Student Teacher and the School Situation

The quality of the experience the practice teacher has in a school depends to a high degree upon the extent to which he is made to feel welcome in the school and the extent to which the pupils, the faculty and the community understand the purpose of the practice teaching program and the status of the student teacher or intern. This requires careful planning on the part of the school officials, the principal, and the cooperating teacher, preparation for the arrival of the student teacher or intern, and planning for the activities of the student teacher or intern during the

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early part of the practice teaching period. It is vitally important that the student teacher's or intern's status as a teacher be firmly established before he arrives and be maintained throughout the practice teaching period.

1. The preparatory period:

Preparation for the arrival of the student teacher or intern includes:

- a. An understanding by the staff and community of the contributions which the student teacher or intern can make to the teaching situation.
- b. Studying pertinent information about the student teacher or intern.
- c. Informing the pupils that they have been chosen to have a student teacher and that they can expect many benefits from his activities. Emphasize that he is another teacher.
- d. Providing desk space, copies of texts and manuals.

2. Initial activities

The first days of the student teaching experience include:

- a. Appropriate introductions to the students and staff.
- b. Establishing working relationships between the practice teacher and the school personnel.
- c. Making available to the student teacher or intern instructional materials and school records which will help him in working with pupils and other teachers.
- d. Providing the student teacher with information concerning:
 - (1) The school and its policies, program, and pupils.
 - (2) His responsibilities relative to school routine, such as reporting and leaving times, meetings, required reports, and extra-instructional responsibilities.

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(3) The school plant, its facilities, and regulations governing the use and care of facilities by teachers and pupils.

(4) The duties of members of the school staff and his relationship to them.

C. Observation and Participation

Each student teacher and intern will have experience working with children in all classroom situations under the supervision of his cooperating teacher. These experiences should include observing the cooperating teacher and other teachers as well as a gradual increase in participation in teaching and other professional activities. This planned, purposeful observation and teaching experience will enable a student teacher or intern to:

1. Acquire and develop information and understanding necessary for working effectively with pupils in the teaching-learning situation.
2. Obtain an understanding of the school situation: its program, physical surroundings and facilities; the responsibility of the teachers in the school, community and profession.
3. Develop further skill in working with pupils and techniques of sound classroom management.
4. Obtain experience in performing non-teaching tasks which are normally the responsibility of a classroom teacher.
5. Engage in the full range of teaching activities, such as:
 - a. Becoming familiar with the human and material resources available in the classroom.
 - b. Observing particular children for particular reasons.
 - c. Utilizing bulletin boards, chalkboards and other forms of media used in the classroom.

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- d. Helping with supervised study.
- e. Assisting with individual and group instruction.
- f. Handling matters pertinent to classroom management.
- g. Understanding and using the attendance and grade book.
- h. Having full charge of the class for increasing periods of time.
- i. Making unit plans and daily lesson plans

D. Teaching

The student teacher or intern is considered to be teaching when he is responsible for directing the learning activities of a class or a part of a class. The presence of the cooperating teacher as an observer does not preclude the student teacher's or intern's experience being considered teaching. The following procedures are applicable:

1. The principle of readiness is applied in determining when a student teacher or intern should be given responsibility for teaching.
2. As the student teacher or intern develops in confidence and ability his teaching load is progressively increased until, near the end of the practice teaching periods, he is carrying the full load. For student teachers, this should be the last two or three weeks of their practice teaching period. For interns it should be a much longer period; probably in minimum of the last four or five weeks of their practice teaching period.
3. The student teacher or intern and the cooperating teacher plan together for the student teacher's or intern's teaching responsibilities.

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4. The student teacher or intern plans carefully for each teaching experience and, if requested, submits his plans to the cooperating teacher for constructive criticism.
5. The student teacher or intern is allowed, when possible, to work out of his own difficulties. However, the cooperating teacher should take over the group when the learning or well-being of the pupils is in jeopardy. When this is done, it is done in such a manner as to preserve the student teacher's or intern's professional status and the pupil's respect.
6. University supervisors should reinforce the professional status of the student teacher or intern by recognizing him as a professional person, particularly in the presence of pupils.

E. Evaluation

1. Evaluation of the student teacher's professional growth is a continuous process, involving the cooperating teacher, the school principal, the University supervisor, and the student teacher or intern himself.
2. While the awarding of a grade and credit for the practice teaching experience is the sole responsibility of the University, the evaluations of the cooperating teacher are of prime significance in the determination of a grade for the practice teaching experience. Therefore, the cooperating teacher, the University supervisor, and the student teacher or intern should agree on a final grade. Should there be a difference which is not reconcilable, the matters should be referred to the Director of Field Experience for negotiation.
3. The grading system for practice teaching is Pass - Incomplete - No Record.

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- a. A grade of Pass for practice teaching is given when the student teacher or intern has adequately demonstrated his potential as a classroom teacher.
- b. An Incomplete is given when the student has not satisfactorily completed practice teaching. An Incomplete gives the student the option of repeating practice teaching. If, after a year, he has not satisfactorily completed practice teaching he receives a No Record.
- c. No Record is the equivalent of receiving no course credits but does not carry the stigma of a Failure because no record is kept of the student's participation in practice teaching. Both No Record and Incomplete carry no course credit. Receiving either may prevent a student from graduating.
- d. If a student has conscientiously pursued his practice teaching assignment and has not been able to perform at the required standards and has decided not to go into teaching, he may elect to divide credit between two pre-designated independent study courses rather than receive No Record. This method will allow a student to graduate but these courses can never be construed as practice teaching.
- e. If there is a chance that the student teacher or intern is going to receive an Incomplete or No Record grade, the office of field experience and the student involved must be notified in writing no later than the eighth week of the semester for interns and the 12th week of the semester for student teachers. This will give all parties involved ample time for guidance and making any changes deemed desirable to help alleviate the problem.

Differences in Programs

The preceding description of requirements represents those that are common to students. The folio presentation for each alternative program will present those requirements that are unique to each program. It might be helpful, however, to outline here the general differences between requirements for students who are seeking certification in elementary and secondary teaching. As has already been mentioned in this report, most people seeking certification in secondary teaching are not Education majors, rather they major in the subject area for which they are seeking certification and are responsible for their departmental requirements as well as the Education requirements. Secondary Education students who are not Education majors use their elective options to take their education requirements. The elementary and secondary education requirements which meet state certification requirements, can be outlined as follows:

Elementary Education Requirements

- A. University Core Requirements (60 hours)
- B. Electives (30 hours)
- C. Professional Studies Component (30 hours)
 - 1. Humanistic and Behavioral Studies
 - a. Foundations of Education (3 hours)
 - b. Psychology of Education (3 hours)
 - c. Prepracticum (3-12 hours)
 - 2. Teaching and Learning Theory, with Laboratory and Clinical Experience
 - a. Elementary School Methods (6 hours)
 - b. Supervisory Seminar (3 hours)

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3. Practicum

- a. Student Internship (12 hours)

Secondary Education Requirements

A. University Core Requirements (60 hours)

B. Electives (22-30 hours)

1. Humanistic and Behavioral Studies

- a. Foundations of Education (3 hours)
- b. Educational Psychology (3 hours) and/or Adolescent Psychology
(3 hours)

2. Teaching and Learning Theory, with Laboratory and Clinical Experience

- a. Secondary School Methods
- b. Pre-practicum (1-3 hours recommended)

3. Practicum

- a. Student Internship (12 hours)

C. Content for Teaching Speciality

- 1. A Major in the Department of Specialization

Specific Course Offerings

In order to meet education course requirements students have a variety of courses to choose from. Students also have a wide variety of courses to choose from within the School of Education to fulfill their elective requirements. These courses are offered by each of the Learning Centers and will be included in the graduate folios. The following course schedule for the Fall of 1971 indicates the course offerings that meet education requirements. The schedule is organized by offerings from each TPPC alternative program and includes contact persons for each program, the semester hours for each course and the faculty member responsible for teaching each course:

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ALTERNATIVE PROGRAMS

TPPC Programs

Individualized Program (Elementary Education)

Elementary Course Offering

<u>Practicum</u>		<u>Credits</u>	<u>Instructor</u>
Ed. 285/585	Practice Teaching	6-12	Fanslow
Ed. E83	Supervisory Seminar	3	Fanslow

Pre-Practicum

Ed. 282/582	Pre-Practicum	1-3	B. Miltz
Ed. N01	Special Problems in Ed: NES Tutoring Program	3	Nazzaro
Ed. N02	Special Problems in Ed: NES Tutoring Program	3	Nazzaro

Foundations

Ed. 229/529	International Education	3	Schimmel
Ed. 231/531	Issues of Freedom and Restraint in Academic Policy	3	French
Ed. 250	Conceptions of Liberal Education	3	Wellman
Ed. 251/551	Foundations of Education	3	
Ed. 330/630	Economics of Education	3	B. Jones

Psychology

		<u>Credits</u>	<u>Instructor</u>
Psych. 262	Child Psychology	3	REFER to Psych Dept. (Anderson, Meyers)
Psych. 270	Human Development	3	REFER to Psych Dept. (Collard)
Psych. 301	Educational Psychology	3	REFER to Psych Dept. (Beun)

Methods

Ed. E52	Special Problems in Ed. Organization for Curriculum Development	1-3	Sinclair
Ed. E40	Special Problems in Ed: Methods of Teaching in Schools	1-6	Staff S. Paranya
Ed. E41	Special Problems in Ed: Classroom Management Methods: Motivation, Leadership, Change	1-3	Blanchard
Ed. E03	Reading & Language Arts	3	Yarington
Ed. E51	Principles and Methods in Teaching Mathematics in Elementary Schools	3	Masalski
Ed. 264/564	Principles of Elementary Education	3	Wolf

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TPPC Programs

Individualized Program (Secondary Education)
Contact the Undergraduate Affairs Office
for program information.

Credits

Instructor

Secondary Course Offerings

Practicum

Ed. 285/585	Practice Teaching	12	Fanslow
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Pre-Practicum

Ed. 282	Pre-Practicum	1-3	Fanslow/Byxbee
Ed. N01	Special Problems in Ed: NES Tutoring Program	3	Nazzaro
Ed. N02	Special Problems in Ed: NES Tutoring Program	3	Nazzaro

Foundations

Ed. 229/529	International Education	3	Schimmel
Ed. 231	Issues of Freedom and Restraint in Academic Policy	3	French
Ed. 250	Conceptions of Liberal Education	3	Wellman
Ed. 251/551	Foundations of Education	3	
Ed. 330/630	Economics of Education	3	B. Jones

Psychology

Psych. 263	Adolescent Psychology	3	REFER to Psych Dept.
Psych. 301	Educational Psychology	3	REFER to Psych Dept. (R. Dyer)

Methods

Ed. 309/609	Principles and Methods of Teaching Secondary School English	3	Ulin
Ed. 310/610	Teaching Social Studies in Secondary Schools	3	Anthony
Ed. 311/611	Teaching Mathematics in the Secondary Schools	3	Gurau
Ed. 312/612	Teaching Science in the Secondary Schools	3	Thelen
Ed. E40	Special Problems in Ed: Methods of Teaching in Schools	1-6	Staff
Ed. E41	Special Problems in Ed: Classroom Management Methods: Motivation, Leadership, Change	1-3	Blanchard
Ed. E44	Special Problems in Ed: Humanistic Approach to Teaching English	3	Britton
Ed. E52	Special Problems in Ed: Organization for Curriculum Development	1-3	Sinclair
Ed. E91	Special Secondary Methods	-384-	Fanslow

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TPPC Program

Model Elementary Teacher Education Program (METEP)

Contact Bill Masalski (Ed. #210) or Masha Rudman (Ed. #2A)
or the Undergraduate Affairs Office for program information.

		<u>Credits</u>	<u>Instructor</u>
205/505	Aesthetic Elements in the	1	
Sec. 1	Teaching Learning Process		S.M. Brainerd
Sec. 2		1	S.M. Brainerd
220/520	Performance Curriculum in	3	
	Human Relations		A. Ivey
259/559	Principles & Methods of	2	Staff
	Teaching Elem. Soc. Studies		R.M. Bunker
260/560	The Elementary School	3	
	Curriculum		R.M. Bunker
261/561	Methods of Teaching Read-	2	
	ing Language Arts		M. Rudman
262/562	Principles and Methods	2	
	in Teaching Science in		R. Konicek
	Elementary Schools		
263/563	Principles and Methods	2	
	in Teaching Mathematics		
	in Elementary Schools		W.J. Masalski

TPPC Program

Early Childhood Education Program

Contact Dave Day (Grad. Reas.) or the
Undergraduate Affairs Office for program information.

290/590	Observational Techniques in Early		
	Childhood Education	1	Staff
291/591	Early Childhood Education	3	
	Movement		David E. Day
293/593	Laboratory Course in Using	3	
	Human Development Knowledge		
	in Education		Staff
E35/686	Special Problems in Ed:	3	
Sec. 35	Methods and Materials in		
	Early Childhood Education		Day/Staff
E71/686	Practicum in Education:	3	
Sec. 71	Practicum in Early Child-		
	hood Education		Day/Staff

TPPC Program

Integrative Program in Teacher Education (IPTE) (at Martha's Vineyard)

Contact Don Cuniff (Ed. #123) or the Undergraduate Affairs Office
for program information.

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		<u>Credits</u>	<u>Instructor</u>
E26	Special Problems in Ed: Theories and Techniques of Learning and Teaching Methods	1-6	Cuniff/Staff
E27	Special Problems in Ed: The "Self" in the Learning- Teaching Process	1-6	Cuniff/Staff
E28	Special Problems in Ed: Theoretical Foundations of Education	1-6	Cuniff/Staff
E29	Special Problems in Ed: Development and Evaluation of In-Class Curricula	1-6	Cuniff/Staff
E30	Special Problems in Ed: Case Studies of Communities' Roles in Education	1-3	Cuniff/Staff
E31	Special Problems in Ed: Differentiated Teaching Experience	1-12	Cuniff/Staff

TPPC Program

Center for Urban Education Teacher Education Model (CUETEM)

Contact Barb Love, Bobby Gentry, Billy Dixon, or Carolyn Peelle (Rm. 211B)
or the Undergraduate Affairs Office for program information.

267/567	Urban Community Relations	3	Atron Gentry
Sec. 1			
313	Introduction to Urban Ed.	3	Gentry/Staff
Sec. 1			
313	Introduction to Urban Ed.	3	Gentry/Staff
Sec. 2			
313	Introduction to Urban Ed.	3	Gentry/Staff
Sec. 3			
313	Introduction to Urban Ed.	3	Gentry/Staff
Sec. 4			
313	Introduction to Urban Ed.	3	Gentry/Staff
330/630	Economics of Education	3	Byrd Jones
Sec. 1			
E38/686	Special Problems in Ed:	3	Staff
Sec. A	"Survival Strategies for Urban Schools" A		
E38/686	Special Problems in Ed:	3	Staff
Sec. B	"Survival Strategies for Urban Schools" B		
E38/686	Special Problems in Ed:	3	Staff
Sec. C	"Survival Strategies for Urban Schools" C		
686	Special Problems in Ed:	1-6	B. Suzuki
Sec. 40	Methods of Teaching in Schools		
E50/686	Practicum in Ed: Urban	12	Staff
Sec. 50	Education Internship		
E63/686	Practicum in Education:	6	Suzuki
Sec. 63	Urban Education Intern Supervision -386-		

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Credits Instructor

TPPC Program

Teacher Education Program at Mark's Meadow (TEPAM)

Contact Mike Greenebaum at Mark's Meadow Laboratory School or the Undergraduate Affairs Office for program information.

E32	Special Problems in Ed: The Child and His World	6	M.L. Greenebaum
E74	Special Problems in Ed: Exploring Education Careers	3	M.L. Greenebaum

TPPC Program

Off Campus Teacher Education Program

Contact William Fanslow or William Byxbee in Ed. #100 or the Undergraduate Affairs Office for program information.

251	Foundations of Education		
285	Off-Campus Practicum	6-15	Fanslow/Staff
E75	Off-Campus Pre-practicum	6	Fanslow Cappelluzzo Fischer Fortune
E77	Off-Campus Post-practicum	1-3	Fanslow/Staff
E83	Supervisory Seminar	3	Fanslow/ Supervisory Staff

TPFC Program

The Alternative School Program (TASP)

Contact Donn Kesselheim in Ed. #212 or the Undergraduate Affairs Office for program information.

E36	Special Problems in Ed: The Intellectual Aspects of Learning	3	Glenn
E37	Special Problems in Ed: Behavioral Aspects of Learning	3	A.D. Kesselheim/Staff
E61	Seminar in Ed: Skill Development in Alternative Teaching Styles	3	McCoy
E62	Seminar in Ed: Field Seminar in Personal and Group Development	3	A.D. Kesselheim/Staff

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Section 1: Common Program Elements
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Credits Instructor

TPPC Program

Explorations

Contact Marsha or Jeffrey Goodman, doctoral students or mailbox in Room 126 or the Undergraduate Affairs Office for program information.

285	Practice Teaching--	6	Fanslow
	TPPC Individualized Program		
E40	Special Programs in Ed:	1-6	TPPC + Staff
	Methods of Teaching in		
	the Elementary and Secondary		
	School		
E64	Special Problems in Ed:	3	J. Goodman
	Issues in Education		M. Goodman

TPPC Program

International Education Program

Contact George Urch or Bob Pearson, doctoral student, in Montague House or the Undergraduate Affairs Office for program information.

Scheduling information for courses can be found under International Education Center listings in the graduate section of Center offerings

TPPC Program

Distributive Education

Contact Robert Levine, doctoral student, or Jack Hruska (Ed. #2) or the Undergraduate Affairs Office for program information.

282/582	Pre-Practicum for TPPC	1-3	B. Miltz
	Individualized Program		
285	Practice Teaching--	2-12	Fanslow
	TPPC Individualized Program		
289/589	Methodology and Materials	2	Hruska/Levine
Sec. 1	for Distributive Education		
372/672	Principles and Practices of	3	Hruska
Sec. 1	Vocational Education		
E76/686	Practicum in Education	4	Staff
Sec. 76	(Teacher Aide)		

Chapter 3

Section 1: Common Program Elements in Basic Programs

Credits

Instructor

TPPC Program

Media Specialists Program for the Deaf

Contact Ray Wyman or Anita Nourse (Thompson Hall) or the Undergraduate Affairs Office for program information. Scheduling information for courses can be found under Center for Media and Technology course listings in the graduate section of Center offerings.

TPPC Program

Master of Arts & Teaching

Contact Glenn Hawkes in Room 130.

705 Seminar in Ed: Methods of 3
Sec. 26 Planning and Evaluation for
Teachers

Clark/Ball

Appropriate Center and TPPC offerings

Graduate Programs Beyond the Undergraduate Level
But Not Including Doctoral Programs

The School of Education also offers teacher education programs leading to a degree in Master of Arts in Teaching, Master of Education and Certificate of Advanced Graduate Study. A description of these programs follows:

Master's Programs

Master's degree programs usually involve at least one year's full-time work beyond the bachelor's degree. Nine graduate credits of grade B or better are transferable from other institutions upon the advisor's recommendation to the Graduate School. At least 15 credits must be graded, and 12 must be in 700-900 series courses.

In conjunction with other University schools and colleges, the School offers a Master of Arts in Teaching degree, basically for prospective teachers at all levels, elementary, secondary and higher education. MAT program typically involve a total of 36

Chapter 3

Section 1: Common Program Elements in Basic Programs

credit hours. 12 in the academic disciplines, 12 in professional education, and 12 in a combination of the two, with proportionate emphasis depending on the student's background and goals.

The 33 credit Master of Education degree is offered for prospective elementary teachers in schools operating on the integrated day principle, for the professional improvement of experiences or certified elementary and secondary teachers, and for the training of educational specialists in any of the Areas of Concentration offered by each Learning Center.

Certificate of Advanced Graduate Study

Programs of 30 credits leading to a Certificate of Advanced Graduate Study, individually negotiated with a member of the instructional staff, are designed for those persons who seek advanced work in a specific field of Education, but who are not committed to the more lengthy and rigorous requirements of a doctoral program. CAGS programs call for a minimum of 60 semester hours of graduate work beyond the bachelor's, of which at least 30 must be taken at the University and of these at least 15 in the School of Education. At least 18 credits must be in 700-900 courses. No credit is valid after 10 years and the final 30 credits must be taken within a 4-year period.

Areas of Concentration

Degree candidates ordinarily do their work within the purview of one of the School's centers or special programs, which currently include Centers for Aesthetics in Education, Human Potential, Innovations in Education, International Education, Leadership and Educational Administration, Educational Media, Sociological, Historical and Philosophical Foundations, Teacher

Education and Urban Education and special programs in Curriculum, Occupational Education, Reading, and Non-Center.

It is possible also for a student and his Guidance committee to evolve a graduate program that does not fall specifically under any one center or program.

Input of Learned Societies and Professional Organizations

The teacher education programs at the University of Massachusetts reflect both direct and indirect input from learned societies and professional organizations. Some areas such as Media for the Deaf, counselor education, student teaching, administration and language arts education rely more than others on the recommendations of professional organizations in developing their programs of teacher education. That is, they include content and learning experiences which are consistent with the requirements proposed by professional organizations in the above mentioned areas. Other areas are fully aware of the recommendations of their professional organizations, but they tend to structure their programs of teacher education only partially in terms of these recommendations. In most cases, we have found that there is healthy debate going on in professional organizations and that there are many points of view represented in each of them preventing a comprehensive set of recommendations.

The core curriculum and common requirements for certification for all perspective teachers (i.e., humanities, social and behavioral sciences, natural sciences, Foundations of Education, educational psychology and areas of specialization) are planned to exceed state requirements. Since certification requirements are usually based on recommendations from learned societies and professional organizations, our basic requirements are a reflection of those recommendations.

Chapter 3

Section 1: Common Program Elements in Basic Programs

Moreover, the faculty at the School of Education are well represented as active members of learned societies and professional organizations (see faculty exhibit) and actively involved in the preparation of recommendations as well as the debates on what recommendations should be made, if any.

The teacher education programs at the University of Massachusetts, then, reflect both direct and indirect use of recommendations from learned societies and professional organizations. Furthermore, faculty members are actively involved in the preparation of these recommendations and some programs follow the recommendations more than others.

Chapter 3

Section 1: Common Program Elements in Basic Programs

Section 2 Specific Programs in Teacher Education and Section 3 Statement on Experimental Basic Programs

The folios attached to this report represent all of the teacher education programs in elementary and secondary teaching and MAT and M.Ed. programs offered by the School of Education. The visiting NCATE team should refer to Chapter 3 Section 1 for common requirements for these programs.

The presentation of programs in this report does not include a special section on experimental programs; however, we would like to emphasize that all of our programs are designed with a common underlying commitment to experimentation in education. Furthermore, they represent our belief that current practices of teacher education are not sufficient for the special needs of our society and that teacher education programs must constantly be monitored, evaluated and if necessary changed to meet those needs. The development of TPPC in the form of 16 different programs recognizes the fact that no one program can meet the needs of a dynamic student body. As those needs change so will the nature of our course offerings, specific programs and faculty. It is hoped that the visiting committee from NCATE will readily see the spirit of experimentation in the School of Education and that while the quality of our programs, faculty and student body will always remain high, the specifics of each of these areas may very well be different at any given point in time.

FOLIO PRESENTATION FOR BASIC PROGRAMS INCLUDING:

ELEMENTARY EDUCATION, SECONDARY EDUCATION, M.A.T. AND M.Ed.

Section 2: Specific Programs in Teacher Education: Folio Presentation - INTRODUCTION

The following folio presentation represents the 16 alternative programs administered by TPPC including preparation for elementary teaching and secondary teaching on the undergraduate level and the M.A.T., and M.Ed. levels. The common program elements for these programs have been presented in the main body of this report within Chapter 3 of Basic Programs and therefore will not be presented in the folios. Also included in the following pages is other pertinent information on teacher education programs, such as enrollment, goals of specific programs, faculty members, course offerings and length of each program, not already described.

Number of Students in Each Program

The following lists show the number of students enrolled in the TPPC Program and specific secondary education programs. Before TPPC was developed, the School of Education graduated approximately 900 students/year in a uniform elementary education program and 450 students/year in secondary education. Since the TPPC programs are new, we have no average numbers for each program; however, we have the following figures for students currently enrolled in TPPC programs, and averages for students enrolled in specific secondary education programs during the last few years:

TPPC Program Summary Sheet 1971-72

School of Education
University of Massachusetts

PROGRAM	DIRECTOR	ANNUAL ENROLLMENT QUOTAS	PRESENTLY ENROLLED as of Sept. 30, 1971	PROGRAM DURATION
(1) Alternative Schools (TASP)	A. Donn Kesselheim	Fall Elem. & Sec. 55 jrs. 50 srs. TOTAL 105	21	3 years (3rd year leads to M.Ed.)
(2) Early Childhood (ECE)	David Day	Fall Elem.- 40 jrs., srs., Grad.	29	1 year
(3) "Explorations!"	Marsha and Jeffrey Goodman	Fall Elem.- 40 jrs, srs.	36	1 year
(4) Fitchburg Teacher Exchange	Barbara Roberts	Fall Elem.-8 jrs., sr.	8	1 year
(5) Individualized Programs	Undergraduate Affairs Office	Fall Elem. & Sec. 735 jrs., srs.	736	1 year
(6) International Education	George Urch Contact man: Walt Johnson	Fall Elem. & Sec. 50 jrs., srs.	21	1 year
(7) Mark's Meadow (TEPAM)	Mike Greenebaum	Fall Elem. 50 soph. 30 jrs. TOTAL 80 Spring 50 soph.	68	3 years
(8) Martha's Vineyard	Donald F. Cuniff	Fall Elem. & Sec. Elem. 10 Sec. 5 TOTAL 15	14	1 year

PROGRAM	DIRECTOR	ANNUAL ENROLLMENT QUOTAS	PRESENTLY ENROLLED as of Sept. 30, 1971	Page 2. PROGRAM DURATION
(9) Masters in Arts of Teaching (MAT)	Jon Ball	Fall Grad. - 150	150	1 year (including one summer session)
(10) Masters of Education Program Elementary Ed.	R. Mason Bunker	Fall Grad. - 15	12	1 year (including one summer session)
(11) Media Specialists Program for the Deaf	Dr. Raymond Wyman Contact person: Anita Nourse	Fall Elem. 15 jr.	10	3 years (leading to non-teaching Masters Degree)
(12) Model Element- ary Teacher Ed. Program (METEP)	William J. Masalski	Fall Elem. 35 sr. 15 grad. TOTAL 50 Spring 50 jr.	18	1 year
(13) Off-Campus K-12	William V. Fanslow William E. Byxbee, Jr.	Fall - Elem. & Sec. 135 sr. 150 Soph & Jr. TOTAL 285 Spring 150 soph. & 1r.	242	1 1/2 years
(14) S.H.P. Undergrad. Masters Teacher Ed. Program (S.H.P.)	Michael Minor	Spring Elem. & Sec. 50 jr.		2 1/2 years (Including one summer session leads to M.Ed.)
(15) Teacher Training for Distributive Ed.	Jack Hruska	Fall Sec. 40 jr., sr.	40	1-3 years
(16) Urban Education (CUTEM)	Barbara Love	Fall Elem. & Sec. 200 Spring	103	2-2 1/2 years

Secondary Education Programs - with average completions per year.

<u>Art</u>	<u>10</u>	<u>History</u>	<u>40</u>
<u>Biology</u>	<u>25</u>	<u>Languages</u>	<u>50</u>
<u>Botany</u>	<u>12</u>	<u>Math</u>	<u>30</u>
<u>Business</u>	<u>5</u>	<u>Physics</u>	<u>10</u>
<u>Chemistry</u>	<u>14</u>	<u>Social Studies</u>	<u>102</u>
<u>English</u>	<u>88</u>	<u>Zoology</u>	<u>2</u>

Goals of Specific Programs

Each TPPC Program is introduced in the folios by a description of its goals and objectives. The departments responsible for secondary education majors do not now have formal written descriptions of the goals and objectives for their teacher preparation programs; however, the School of Education has been meeting with departments and will be doing so during the year in order to formalize goals, objectives and relationships with the School of Education and other related matters. The general goals of each department training secondary teachers are to offer strong content preparation for its students while the School of Education provides the professional component of their training.

Faculty Members Responsible For Specific Programs

The faculty members responsible for specific aspects of each TPPC program have been chosen because of their experience and training in the areas they are working. The faculty exhibit should provide more than adequate descriptions of experience and training of these faculty members. Two doctoral students (Marsha and Jeffrey Goodman) are TPPC program chairmen with faculty advisement and two doctoral students (Jon Ball and Mike Minor) are coordinators with faculty chairmen of TPPC programs. We have provided data summary sheets in the faculty exhibit for these people in order to show that they have a "sufficient instructional base to meet the standards which call for a 'competent and adequate' staff" for their programs. Some courses are taught by graduate students under the advisement of a faculty member. These students in many cases are as well prepared or more prepared than faculty members to teach these courses. In all cases, however,

graduate students who wish to teach courses must seek a faculty member to advise them and who has had the experience and training to determine if a graduate student is prepared to teach a particular course. The high quality of training and experience that graduate education students have had before coming to the University of Massachusetts has made it possible to make them an integral part of our teacher training programs.

Due to the large numbers involved, we have not provided a faculty exhibit for those faculty members responsible for teaching the content courses in each School that trains secondary teachers. The New England Association of Colleges and Secondary Schools accredited this institution in 1967, and in making their report stated that the "ability of the University to attract and hold excellent faculty personnel is worthy of note." The University has continued to grow in faculty excellence since the 1967 report. Graduate students also teach courses in many of the content areas and meet high standards of excellence in terms of experience and training.

Course Offerings For Specific Programs in TPPC

The main body of this chapter indicated the courses that are taught within each TPPC program as well as contact persons for each program, teachers of each course and the philosophy behind course offerings. In order to avoid unnecessary duplication, these materials will not be presented here.

Length of TPPC Programs

It has already been stated in this report that students enter into the Individualized Program as freshman, and during their freshman year determine in which program they would like to enter. Programs vary in length from 1 to 3 years, which will be indicated in the folios.

Chapter 3

Section 2: Folios: Common Program
Elements in Basic Programs

Credit Hours

All courses, except where otherwise indicated are 3 credit hours except for methods which is 3-6 credit hours, and student interning which is 12 credit hours.

ALTERNATIVE SCHOOLS PROGRAM

Director, .
A. Donn Kesselheim

Chapter 3

Section 2: Folios: Common Program Elements in Basic Programs

Alternative Schools Program

Designed to prepare secondary education majors for such alternative schools as the Metro High School in Chicago, and the Pennsylvania Advancement School in Philadelphia, The Alternative Schools Program (TASP) features two on-site internships in urban settings, and also two 26-day Outward Bound Wilderness experiences.

The second and fourth semesters of the two year program will be spent almost entirely in internships in metropolitan areas. TASP students will live with families in the community wherever possible and will have firsthand experience in community development and team-building. Most of their time will be spent in getting to know the people who the alternative schools will be serving and building a background of skills in community.

The first and third semesters will be spent on campus in learning modules selected from a wide array of options, some already existing at the School of Education such as Humanistic Education or Aesthetics and others which will be specially developed for TASP, such as Futuristics or Communications. On campus, the student will be a member of a support group of 10 to 12 students working together to review each other's work and to facilitate personal and professional growth.

While the urban setting is viewed as highly complex, the wilderness setting of Outward Bound is relatively simple. Thus, it becomes possible to achieve significant learnings about one's self in a short period of time.

Outward Bound is a worldwide organization which conducts groups into wildernesses where the uncomplicated challenge of the elements forces the individual to cope with understandable stress in himself or herself and others. The shared experiences of the group also help build a bond, a sense of community. Research indicates that Outward Bound tends to produce a greater flexibility in a teacher's style, to increase the degree of independence allowed to students, and encourages empathy and understanding, aside from pedagogical relationships.

TASP students will receive a Bachelor's Degree at the end of the senior year, although full participation in TASP will not start until the student is a senior. As juniors, students will develop a teaching speciality with the advice and help of a doctoral candidate of the Center for Urban Education. By the end of the junior year, students will have completed the core curriculum requirements of the University.

Students of any of the cooperating members of the Five College Group are invited to apply for admission to TASP, especially students belonging to a minority group and/or coming from an urban background. For the coming academic year, enrollment will be limited to 55 juniors and 50 seniors.

Admission to TASP is by personal interview with Donn Kesselheim, the Program Director.

TASP - The Alternative Schools Program
A. Donn Kesselheim - Director

A. The program consists of five phases:

Junior Year (limited involvement in the program)

Phase I Acquisition of a teaching speciality

Senior Year (full-time involvement in the program)

Phase II Fall Semester

1. Outward Bound course
2. Academic Modules at UMass

Phase III Spring Semester

1. Field experience, associated with a school

Phase IV Fall Semester

1. Academic Modules at UMass

Phase V Spring Semester

1. Field experience in an alternative school
2. Outward Bound course

B. The program will lead to:

1. A bachelor's degree at the end of the senior year
2. A master's degree (M.Ed.) at the end of the post-graduate year
3. Certification to teach from the State of Massachusetts

C. The program assumes definite interest in, and a degree of commitment to:

- a career in teaching
- living in a city
- urban education
- an alternative school strategy for bringing about educational reform

D. The program will enroll juniors for the Spring semester of the 1971-72 academic year.

E. Seniors who have confirmed their acceptance into the program should include the following courses in their pre-registration for the 1971 fall semester:

Ed. E36 The Intellectual Aspects of Learning
Ed. E37 The Behavioral Aspects of Learning
Ed. E61 Skill development in Alternative Teaching Styles
Ed. E62 Field Seminar in Personal and Group Development

F. Courses, Spring 1972

C07	285	Student Teaching	12
D92	385	Practicum in Education:	
		Supervisory Seminar	3

DISTRIBUTIVE EDUCATION

Director,
Jack Hruska

DISTRIBUTIVE EDUCATION

The term Distributive Education is generally used to denote a program of instruction in a secondary school or junior college. The program offers vocational instruction designed to meet the needs of persons who have entered or are preparing to enter the world of work in distribution. Our program here at the School of Education is unique in that it provides both an academic certification (social studies) and a vocational certification. We view the distributive education program at the secondary level as a method of instruction which focuses on the world of work in all its ramifications - economic, aesthetic, social, political, moral and psychological.

This program has three basic components:

First, we have an experimental project wherein we accept 25 junior college transfer students into a teacher education program. These transfers, who have majored in marketing in junior colleges, will graduate from UMass. with a B.A. and a secondary teaching certification in the field of Distributive Education.

Second, we offer graduate work at both the masters and doctoral level. We have no comprehensive vocational education program at the graduate level, but prefer to augment the program for administrators, curriculum specialists, etc., who wish to gain some competencies in vocational education.

Third, we provide in-service work for vocational educators now working in Massachusetts. This takes the form of off-campus courses, summer institutes and various workshops.

DISTRIBUTIVE EDUCATION
Jack Hruska - Director

- A. A program leading to a B.A. degree and to certification in secondary teaching with specialization in distributive education.
- B. Program consists of four phases:
1. Orientation
 2. Exploration (teacher Aide)
 3. Transition (Pre-Practicum)
 4. Conclusion (Student Teaching)
- C. Program Requirements:
1. University Core Requirements - 33 credits
 2. School of Education Liberal Arts Requirements - 27 credits
 3. Education and Distributive Education Courses - 32 credits
 4. Technical Courses (Marketing, Salesmanship, Advertising, Economics, etc.) - 30 credits which may be transferred in from a junior or community college
- D. Courses, Fall 1971

Education

282	Practicum (Teacher Aide)	4
282	Pre-Student Teaching Practicum	1
285	Student-Teaching	2-12

Distributive Education

372/672	Principles & Practice of Vocational Education	3
289/589	Methodology & Materials for Distributive Education Program	2

E. Courses, Spring 1972

375/675	Methodology and Materials in Teaching	3
	Occupational Education	12
C09/585	285 Student Teaching	3
D94/685	385 Supervisory Seminar	

EARLY CHILDHOOD ED

Director,
David Day

EARLY CHILDHOOD ED

A newly developed program is now available to students interested in teaching pre-school, kindergarten and primary grade children. It will provide a professional year of training for juniors, seniors, or as a post-Baccalaureate year of preparation to teach children from age two to eight.

Unlike more traditional approaches, the program will be built on two field experiences; eight weeks in the fall and another eight weeks in the spring, during which students might live off campus.

Ideally, each field experience will be in a different type of community. Students, thereby, will gain some understanding of the varied cultures and backgrounds of the children with whom they work. Hopefully, too, the teaching environments will offer different types of structures, ranging from highly organized to informal.

Teams of faculty and students will be created wherever possible to work together, support each other, analyze experiences and evaluate growth. Seminars will be held regularly during the field experiences with instructors travelling to or near the on-site locations.

The Early Childhood Program (ECE) will consist of 30 credit hours, in five phases: orientation, 1st field teaching, transition, 2nd field teaching, and post-teaching. Students will not be able to register for courses other than those in the ECE Sequence.

Prerequisites include some previous contact experience with children, such as working for Head Start or as a Vista Volunteer, and completion of Psychology 262, 301, or Human Development 270.

Early Childhood Education

A. Program providing a professional year of training to juniors, seniors, or post-graduates desiring to work with children ages two to eight. Bachelor's Degree and certification.

B. Program consists of five phases:

Phase I	Orientation
Phase II	First field teaching
Phase III	Transition
Phase IV	Second field teaching
Phase V	Post-teaching

C. Program requires:

Pre-requisites:	Psychology 262, 301 or Human Development 270 before acceptance into program
Course work:	30 credit hours during academic year in Early Childhood Education only

D. Courses Fall, 1971

1. Fall, 1971

Ed. E71/686	Practicum Early Childhood Education	3
Ed. 290/590	Observation Techniques in Early Childhood Education	1
Ed. 291/591	Early Childhood Education Movement	3
Ed. 293/593	Laboratory Course in Using Human Development Knowledge in Education I	3
Ed. E35/686	Special Problems in Education: Methods and Materials for Early Childhood Education	3

2. Spring 1972

Ed. 285/585	Practice Teaching	5
Ed. 292	Curriculum Development in Early Childhood Education	3
Ed. 294	Laboratory course in Using Human Development Knowledge in Education II	3
Ed. E34/686	Special Problems in Education: Assessment Technique in Early Childhood Education	3
Ed. E33/686	Special Problems in Education: Affective Education for Early Childhood	3

E. Courses, Spring 1972

C02/585	285 Student Teaching	8
292/592	Curriculum Development in Early Childhood Education	2
293/593	Laboratory Course in Using Human Development Knowledge in Education	2
E34/686	Special Problems in Education: Assessment Techniques in Early Childhood Education	2
E33/686	Special Problems in Education in Cross-Cultured Perspective	3

E X P L O R A T I O N S !

Directors,
Marsha & Jeffrey Goodman

EXPLORATIONS!

A one-year teacher education program has been created for students who do not want or need a structured program, but who are willing to get involved with themselves, with others and with the schools to try to bring about some change. Directed by a young couple, Marsha and Jeffrey Goodman, "Explorations!" welcomes students with initiative, responsibility, drive, enthusiasm, inventiveness, a spirit of inquiry, a desire for fun, and a love of life and people.

With as yet no fixed blueprint, "Explorations!" will be built by the combined efforts of the group members. Each student will plan his own personal curriculum, worth up to 15 credit hours per semester, within the program. It will be possible to work toward certification. "Explorations!" will offer the required number of elementary education semester hours as well as the supervised student teaching experience. Other requirements can be negotiated. The group can expect to participate in such things as intensive workshops, weekend retreats, independent study, and site observations in many types of schools. A major thrust of the program will be to explore alternative and innovative schools and to arrange internships ranging from radical free schools to traditional classrooms, allowing students to explore their own personal teaching style and values.

EXPLORATIONS!

A. Program consists of one uninterrupted year of work both on-campus and off-campus leading to Bachelor's Degree and certification (elementary).

B. Program requires: Up to 30 credit hours, 15 per semester (outside courses can be arranged).

C. Courses Fall, 1971

Ed. 285/585	Practice Teaching	6
Ed. E39/E89	Special Problems: Methods of Teaching in Schools	6
Ed. E64/690	Current Issues	3

D. Courses, Spring 1972

C08	285 Student teaching	6
D93	385 Practicum in Education: Supervisory Seminar	3
E70	Explorations in Education	1-6

TPPC
 November, 1971

FITCHBURG SPECIAL EDUCATION EXCHANGE PROGRAM

Director,
Barbara Roberts

FITCHBURG SPECIAL EDUCATION EXCHANGE PROGRAM

The Fitchburg Special Education Exchange Program offers School of Education majors the opportunity to prepare for certification in Special Education. Students spend one year, preferably the junior or senior year, on the Fitchburg State Campus taking courses, methods and field experiences dealing with either the emotionally disturbed or the mentally retarded. This work is done both in the classroom and in the College's Laboratory school which is part of the Fitchburg School System, as well as during field experiences in institutional settings. Preparation before joining this exchange program should include a course in the Foundations of Education, Child Psychology and Abnormal Psychology. In exchange, Special Education students come to U. Mass. taking courses which are not offered at Fitchburg in Speech, Psychology and Education. At the present time this program is limited to 8 students.

FITCHBURG SPECIAL EDUCATION EXCHANGE PROGRAM

- A. This program is designed to qualify special education teachers at the elementary level. Candidates will be required to spend their junior year at Fitchburg State College taking specialized course work in either the area of the emotionally disturbed or the retarded student.
- B. Program requirements include 30 credits of course work at Fitchburg State College. Programs of study are tailored on the basis of the individual needs of participating students as well as certification requirements.

INDIVIDUALIZED PROGRAM
(Including Secondary Education)

Undergraduate Affairs Office

INDIVIDUALIZED PROGRAM

The Individualized Program is designed for two groups of students: those who are already well along in their preparation and want to finish within the same framework as they started; and, those who are not admitted to other programs or who prefer other routes to teacher preparation.

Typically, students in the Individualized Program will take courses in the following areas: Foundations, Psychology, Curriculum and Methods, and Student Teaching. In addition, sophomores and juniors who have had little experience with children will take a pre-practicum where they can gain some experience. Within the Individualized Program, students are free to propose a variety of programs for themselves in education if the basic components as traditionally defined do not meet their objectives.

Open to any students, elementary and secondary, who have been admitted to the School of Education, students develop their program of study with personnel from the Undergraduate Advising Office prior to pre-registration. Students who were in the teacher preparation program last year will not have to change their earlier plans. Included in this folio are the departmental requirements for students preparing to teach in secondary schools. While these requirements are professional content course requirements, they are not made by the School of Education.

INDIVIDUALIZED PROGRAM

Program Intent - Participants will have the opportunity to plan individually tailored programs designed to meet specialized needs not already accommodated by any one of the other TPPC alternative programs. This program is available to those who seek institutional recommendation for elementary or secondary certification (see Category A below) and/or for general education majors (see Category B below).

Category A - Institutional Recommendation for Certification

1. Elementary Certification - 24 credits are required in the following areas: Foundations-3, Psychology-3, Methods-6 Student Teaching-12.

Courses currently available to fulfill these requirements:

Foundations (See Foundation Center course offerings in Spring School Catalogue)

Psychology

Psych 262	Child Psychology	3
Psych 270	Human Development	3
Psych 301	Educational Psychology	3

Methods

E40/686	Special Problems in Education: Elementary-Secondary Methods	1-6
E03	Reading and Language Arts	3

Practicum

C10/585	285 Student Teaching	12
D91/685	385 Practicum in Education: Supervisor Seminar	3

2. Secondary Certification - 21 credits are required in the following areas: Foundations-3, Psychology-3, Methods-3, Student Teaching-12.

Courses currently available to fill these requirements:

Foundations (see Foundation Center course offerings in Spring School Catalogue)

Psychology

Psych 263	Adolescent Psychology	3
Psych 301	Educational Psychology	3

INDIVIDUALIZED PROGRAM CONT'D

Methods

E40/686	Special Problems in Education: Elementary-Secondary Methods	1-6
E67	Methods of Teaching Speech in Secondary Schools	3
A01/609	309 Principles & Methods for Teaching Secondary School English (Ulin)	3
A02/609	309 Principles & Methods for Teaching Secondary School English (Sullivan)	3
A03/609	309 Principles & Methods for Teaching Secondary School English (Curwin)	3
310/610	310 Teaching Social Studies in the Secondary Schools	3
311/611	311 Teaching Mathematics in the Secondary Schools	3
B01/612	312 Teaching Science in the Secondary Schools (Scondras)	3
B02/612	312 Teaching Science in the Secondary Schools (Scondras)	3

Practicum

C10/585	285 Student Teaching	12
D91/685	385 Practicum in Education: Supervisory Seminar	3

Category B - A major in education includes 30 hours of course work in education. Student majors may elect the pre-practicum course listed below or other electives offered in the School of Education's general catalogue.

Pre-Practicum

P01	282 Pre-Practicum in Education (Miltz)	3
P02	282 Pre-Practicum in Education (Glenn)	3
P03	282 Pre-Practicum in Music Education	1

Elementary Course Offering - Fall, 1971

Pre-Practicum

Ed. 282/582	Pre-Practicum	1-3
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Elementary Course Offering - Fall 1971 (Cont'd)

Foundations

Ed. 228/528	Education & Cross Cultural Studies	3
Ed. 229/529	Internal Education	3
Ed. 231/531	Issues of Freedom & Restraint in Academic Policy	3
Ed. 242/542	Contemporary Educational Philosophies	3
Ed. 250	Conceptions of Liberal Education	3
Ed. 251/551	Foundations of Education	3
Ed. 265	Educating the Disadvantaged Child	3
Ed. 330	Economics of Education	3

Psychology

Psych. 262	Child Psychology	3
Psych. 270	Human Development	3
Psych. 301	Educational Psychology	3

Methods

Ed. E40	Special Problems in Education: Methods of Teaching in Schools	1-6
Ed. E41	Special Problems in Education: Classroom Management Methods: Motivation, Leadership, Change	1-3
Ed. E03	Reading and Language Arts	3
Ed. 263/563	Principles and Methods in Teaching Mathematics in Elementary Schools	3
Ed. 264/564	Principles of Elementary Education	3

Practicum

Ed. 285/585	Practice Teaching	12
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Secondary

- 21 credits (Foundations 3, Psychology 3, Methods 3, Practice Teaching 12)
 Additional requirements as established by the candidate's major department

Secondary Course Offerings

Pre-Practicum

Ed. 282	Pre-Practicum	1-3
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Foundations

Ed. 228/528	Education & Cross Cultural Studies	3
Ed. 229/529	International Education	3
Ed. 231	Issues of Freedom & Restraint in Academic Policy	3
Ed. 242/542	Contemporary Educational Philosophies	3

Secondary Course Offerings (Cont'd)

Foundations (Cont'd)

Ed. 250	Conceptions of Liberal Education	3
Ed. 251/551	Foundations of Education	3
Ed. 265	Educating the Disadvantaged Child	3
Ed. 330	Economics of Education	3

Psychology

Ed. Psych. 263	Adolescent Psychology	3
Ed. Psych, 301	Educational Psychology	3

Methods

Ed. E40	Special Problems in Education: Methods of Teaching in Schools	1-6
Ed. E41	Special Problems in Education: Classroom Management Methods: Motivation, Leadership, Change	1-3
Ed. 309/609	Principles & Methods of Teaching	3
Ed. 310/610	Secondary School English	3
Ed. 311	Teaching Mathematics in Secondary Schools	3
Ed. 312/612	Teaching Science in the Secondary School	3

Practicum

Ed. 285/585	Practice Teaching	12
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General

Ed. E40	Special Problems: Methods of Teaching in Schools	1-6
Ed. E41	Special Problems in Education: Classroom Management Methods - Motivation, Leadership, Change	1-3
Ed. E60	Educational Futuristics for Teachers	3
Ed. E65	Supervisory Seminar	3
Ed. E91	Special Secondary Methods	3
Ed. 263/563	Principles and Methods in Teaching Mathematics in Elementary Schools	3
Ed. 264/564	Principles of Elementary Education	3
Ed. 282	Pre-practicum for TPPC Individualized Program	1-3
Ed. 285/585	Practice Teaching - TPPC Individualized Program	1-12

Secondary Course Offerings (Cont'd)General (Cont'd)

Ed. 309/609	Principles and Methods of Teaching Secondary School English	3
Ed. 310/610	Teaching Social Studies in the Secondary School	3
Ed. 311	Teaching Mathematics in the Secondary School	3
Ed. 312/612	Teaching Science in the Secondary School	3

Reading Specialists*

Education majors wishing to receive additional State Certification as Reading Specialists must take a minimum of 15 hours in the following courses:

Language Arts and Aesthetic Experience

Principles and Methods in Teaching Reading and Language Arts

✓ Teaching Reading to Special Populations

Research in Reading

Reading Clinic

Diagnosis of Reading Disabilities

Workshop in Remedial Reading

Childrens Literature

Individual Case Studies of Reading Problems

Techniques in Remedial Reading

*Also see Graduate section

REQUIREMENTS FOR SECONDARY EDUCATION

TEACHERS IN ART

Requirements for Secondary Education
Teachers in Art

A. General Studies Component - See general statement on core curriculum.

B. Professional Studies Component.

1. Content for teaching speciality. (Art Department Requirements)

All Studio Majors expected to take:

Art 115 - Introduction to Art

Art 100 - Basic Drawing

Art 102 - Drawing Composition

Art 120 - Basic Design I

Art 122 - Basic Design II

Art 287 - Modern Art, 1880 to the present

All Art History Majors:

Art 115 - Introduction to Art

24 hours of courses numbered 200 or above.

51 credits other disciplines.

Minimum 33 hours in Studio Art

Minimum 9 hours in History

Minimum 6 hours in Art Education

Minimum 15 hours for Education courses

2. Humanistic and Behavioral Studies

See common requirements

3. Teaching and Learning Theory with Laboratory and Clinical experience

See common requirements

4. Practicum

Student Teaching

REQUIREMENTS FOR SECONDARY EDUCATION
TEACHERS IN BOTANY

Requirements for Secondary Education

Teachers in Botany

A. General Studies - See general statement on core curriculum

B. Professional Studies Component -

1. Content for teaching specialty (Botany Department Requirements)

Chem 111 - General Chemistry

Chem 112 - General Chemistry

Chem 160 - Organic Chem

Biochem 220 - Elementary Biochemistry

Biochem 212 - Plant Metabolism

Math 111 - Intro. Mathematics

Math 113 - Survey of Calculus

or

Math 123 - Analytic Geometry

or

Math 124 - Calculus

Physics 141 - Intro Physics

Physics 142 - Intro Physics

Zoology 135 - Intro Physiology

Zoology 240 - Principles of Genetics for Non-Majors

Botany 100 - Intro Botany

or

Botany 101 - General Botany

Botany 125 - The Plant Kingdom

Botany 126 - New England Flora

Botany 211 - Intro Plant Physiology

At least 11 additional credits in Junior-Senior courses in

Botany from at least 2 or the areas listed:

Ecology

Anatomy and morphogenesis

Cytology and cytogenetics

Physiology

Systematics

2. Humanistic and behavioral studies

See common requirements

3. See common requirements

4. Practicum:

Student teaching

Secondary schools

REQUIREMENTS FOR SECONDARY EDUCATION
TEACHERS IN BUSINESS

Requirements for Secondary Education
Teachers in Business

- A. General Studies Component (see common core requirements)
- B. Professional Studies Component
 - 1. Content for Teaching Speciality
 - 18 hours in business courses
 - recommended courses to be taken at junior college
 - in skills such as typing, shorthand, etc.
 - 2. Humanistic and Behavioral Studies (see common requirements)
 - 3. Teaching and Learning Theory with Clerical and Lab Experience
(see common requirements)
 - 4. Practicum
 - Student Teaching

REQUIREMENTS FOR SECONDARY EDUCATION
TEACHERS IN CHEMISTRY

Requirements for Secondary Education

Teachers in Chemistry

A. General Studies Component - See common core curriculum

All students are required to take four semesters of either German or Russian, with German preferred. Courses 110, 120 - Elementary, 130-148 - Intermediate; Recommended that students elect one or more courses in biological science (i.e. Botany, Entomology, microbiology).

B. Professional Studies Component - (Chemistry Department Requirements)

1. Content for teaching specialty

Chem 113 - General inorganic Chemistry (I) and (II)

Chem 114 - General inorganic Chemistry (I) and (II)

Chem 165 - Organic Chemistry for Majors I

or

Chem 167 - Organic Lab for Majors I

Chem 166 - Organic Chemistry for Majors II

or

Chem 168 - Organic Lab for Majors II

Chem 285 - Physical Chem I

Chem 210 - Quantitative Chemical Analysis I

Chem 286 - Physical Chem II

Chem 287 - Physical Chem Lab I

Chem 288 - Physical Chem Lab II

Math 123 - Analytic Geometry and Calculus I

Math 124 - Analytic Geometry and Calculus II

Math 173 - Analytic Geometry and Calculus III

Math 174 - Analytic Geometry and Calculus IV

Physics 161 - General Physics I

Physics 162 - General Physics II

Physics 163 - General Physics III

One course in Biochemistry or Organic Chemistry

One course in "Physical" Chemistry

A student may qualify for certification by the American Chemical Society by completing:

Chem 269 - Advanced Organic Chem Lab

Chem 213 - Instrumental Analysis

Chem 246 - Theoretical Inorganic Chem

2. Humanistic and behavioral studies

See common requirements

3. Teaching and learning theory with Lab and Clinical Experience:

See common requirements

4. Practicum:

Student teaching

REQUIREMENTS FOR SECONDARY EDUCATION
TEACHERS IN ENGLISH

Requirements for secondary education

Teachers in English

A. General Studies Component - See common core surriculum requirements

B. Professional Studies Component -

A. Content for teaching specialty (English Department Requirements)

The English major will normally take between 30-40 hours of upper class English courses. Among these he will normally take:

1. a course in the literature of a period before 1800
2. a course in non-English lit. (recommended Eng. 125 - Masterpieces of Western Lit. bible and Homer, to Joyce or Frost.)
3. And three from the four following options:
 - A. One course in study of a genre such as tragedy, comedy, satire, lyric poetry, prose fiction
 - B. One course in the study of the English language
 - C. One course in the study of a single British or American author
 - D. One course in the works of Shakespeare

The Dept. offers concentrations within the major, such as American Studies Lit. and Psych., Journalistic Studies, Renaissance.

2. Humanistic and Behavioral Studies

See common requirements

3. Teaching and learning theory with Lab and Clinical experience:

See common requirements

4. Practicum:

Student teaching

REQUIREMENTS FOR SECONDARY EDUCATION
TEACHERS OF HISTORY

Requirements for Secondary Education

Teachers of History

A. General Studies Component - See general statement given earlier on core curriculum requirements.

B. Professional Studies Component (History Department Requirements)

1. Content for teaching specialty:

All history majors must take as required courses in
freshman and soph. years 2 year-long sequences chosen from
History 100-101 - History of Western thought & Institutions
History 110-111 - Problems in World Civilization
History 115-116 - History of East Asian Civilization
History 120-121 - History of Latin American Civilization
History 150-151 - Development of American Civilization
History 190 - Historiography & Bibliography

Major select European, British, Latin American or American
History as his area of specialization, and takes within it
minimum of 15 and maximum of 18 credits of upper level
course work.

European History Majors are required to include at least
3 hrs in ancient or medieval history and 3 hrs in early
modern period (Renaissance through 19th century).

2. Humanistic and behavioral studies:

See common Education requirements:

3. Teaching and learning Theory with Lab and Clinical Experiences:

See common requirements

History 710 - Teaching of History

4. Practicum:

Student teaching

L A N G U A G E S

REQUIREMENTS FOR SECONDARY EDUCATION
TEACHERS IN FRENCH

REQUIREMENTS FOR SECONDARY EDUCATION
TEACHERS IN FRENCH

REQUIREMENTS FOR SECONDARY EDUCATION
TEACHERS IN FRENCH.

REQUIREMENTS FOR SECONDARY EDUCATION
TEACHERS OF GERMAN

Requirements for Secondary Education

Teachers of German

- A. General Studies Component - See general statement given earlier on core curriculum requirements.
- B. Professional Studies Component -
1. Content for teaching specialty: (German Department Requirements)
11 courses on the junior-senior level (33 credits) in German language and literature.
1 course in history or philosophy.
 2. Humanistic and behavioral studies:
See common Education requirements.
 3. Teaching and learning theory with Lab and Clinical experience:
See common requirements.
German 283 Methods of Teaching German
 4. Practicum
Student teaching

REQUIREMENTS FOR SECONDARY EDUCATION
TEACHERS IN RUSSIAN

Requirements for Secondary Education

Teachers in Russian

- A. General Studies Component - See general statement given earlier
on core curriculum requirements.
- B. Professional Studies Component -
 - 1. Content for teaching specialty: (Russian Department Requirements)
See undergrad. major program for Russian majors.
Recommended to teach at secondary level:
Russian 266 - Russian Phonetics
Russian 365 - Structure of Russian
Russian 366 - Contrastive Structures of Russian and English
 - 2. Humanistic and behavioral studies:
See common Education requirements
 - 3. Teaching and learning theory with Lab and Clinical Experience:
See common requirements
Russian 310 - The Teaching of Russian
 - 4. Practicum
Student teaching

REQUIREMENTS FOR SECONDARY EDUCATION
TEACHERS IN SPANISH

Requirements for Secondary Education

Teachers in Spanish
(other languages are similar)

- A. General Studies Component - See general statement given earlier on
core curriculum requirements.
- B. Professional Studies Component -
1. Content for teaching specialty: (Spanish Department Requirements)
At least 30 Junion-Senior hours in language, phonetics,
linguistics, Spanish literature, and Spanish-American
Literature.
 2. Humanistic and behavioral studies:
See common Education requirements
 3. Teaching and learning theory with Lab and Clinical Experience:
See common requirements
Spanish 307 (The Teaching of Spanish)
 4. Practicum
Student teaching

REQUIREMENTS FOR SECONDARY EDUCATION
TEACHERS OF MATHEMATICS

Requirements for Secondary Education

Teachers of Mathematics

- A. General Studies Component - See general statement given earlier on
core curriculum requirements.
- B. Professional Studies Component -
1. Content for teaching specialty: (Math Department Requirements)
Math 202 - Informal Geometry
Math 233 - Probability
Math 313 - Theory of Numbers
Math 371 - Set Theory
Statistics 315 - Intro. to the Theory of Statistics (I).
Statistics 316 - Intro. to the Theory of Statistics (II).
Computer Science 131 - Intro. to Computers and Programming
 2. Humanistic and behavioral studies:
See common Education requirements
 3. Teaching and learning theory with Lab and Clinical Experience:
See common requirements
 4. Practicum:
Student teaching

REQUIREMENTS FOR SECONDARY EDUCATION
TEACHERS OF PHYSICS

Requirements for Secondary Education

Teachers of Physics

- A. General Studies Component - See general statement given earlier on
core curriculum requirements.
- B. Professional Studies Component -
1. Content for teaching Specialty (Physics Department Requirements)
Physics 100 - Intro. to Physics: The World Beyond our
senses, 18 credits in upper division courses in Physics &
Astronomy Dept. that must include at least 4 credits in
electricity, & magnetism with a lab, 3 hrs in modern physics
3 credits in advanced experimental work for future teachers
the following courses should be included:
Physics 162 - Gen. Physics II
Physics 163 - Gen. Physics III
Physics 200 - Electricity & Electronics
Physics 301 - Concepts of Modern Physics I
Physics 385 - Special Problems
Physics 386 - Special Problems
Physics 302 - Concepts of Modern Physics II
Physics 390 - Seminar in Teaching Physics
 2. Humanistic & behavioral studies:
See common Education requirements
 3. Teaching and learning theory with Lab and Clinical Experience:
See common requirements
Methods of Teaching Physics
 4. Practicum:
Student teaching

REQUIREMENTS FOR SECONDARY EDUCATION
TEACHERS OF SOCIAL STUDIES

Requirements for Secondary Education

Teachers of Social Studies

- A. General Studies Component - See general statement given earlier on core curriculum requirements.
- B. Professional Studies Component -
1. Content for teaching specialty: (Social Studies Department Requirements)
Sociology 101.- Intro. to Sociology and 8 upper level
Sociology courses (15 hours)
 2. Humanistic & behavioral studies:
See common Education requirements
 3. Teaching and learning theory with Lab and Clinical Experience:
See common requirements
Methods
 4. Practicum:
Student teaching

REQUIREMENTS FOR SECONDARY EDUCATION
TEACHERS OF ZOOLOGY AND BIOLOGY

Requirements for Secondary Education

Teachers of Zoology and Biology

- A. General Studies Component - See general statement given earlier on core curriculum requirements.
- B. Professional Studies Component -
1. Content for teaching specialty: (Zoology Department Requirements)
In addition to 6 Zoology courses (upper level) required for all majors, attainment of intermediate proficiency in one of French, German or Russian by completing univ. language course at 140 level or by achieving score of 600 or better on CEEB test, is required as well as completion of
Intro. Botany - Botany 100
Gen. Chemistry - Chemistry 111, 112
Biochemistry - Biochemistry 222 or 223
Analytical Geometry & Calculus - Math 123, 124 Physics 141,
142 - Intro. Physics
For teacher certification in Biology:
Botany 125 - Plant Kingdom
Botany 126 - New England Flora
Psychology 101 - Elem. Psychology
 2. Humanistic & Behavioral studies:
See common Education Requirements
 3. Teaching and learning theory with Lab and Clinical Experience:
See common requirements
Methods in Science Teaching
One education elective
 4. Practicum:
Education 282 - Teaching Practicum
Education 285 - Practice Teaching

INTERNATIONAL ED. OFFERS
POSSIBLE EXPERIENCE ABROAD

Director,
George Urch

International Ed. Offers
Possible Experience Abroad

Student field experience in other cultures or subcultures as a means of inspiring and training teachers to teach about other cultures will be one goal of the new International Education Program.

Believing that American Education needs to teach about other ways of life, especially of the non-Western world, this one-to-two year program is considering possible field experiences for its students in such places as Northern Ireland, Mexico, and French-speaking Canada, as well as in the U.S. This field experience would be worked out individually within each student's schedule and would include teaching, taking courses, or an independent study project involving another culture or subculture. Tutorial or on-campus independent study projects will also be possible.

The program will also make provision for prospective teachers to become competent in the Foundations of Education, teaching methods and/or curriculum development. Students will receive counseling combined with a field experience and field supervision, making it possible to individualize the program to meet the specific needs of each student.

The program is designed for junior high and secondary social studies and English teachers, and elementary education majors. Prospective teachers in other fields may also join the program.

Massachusetts certification requirements for social studies and English teachers at the secondary level will be met by the program. Elementary education majors will need to take approximately six credits outside the program towards certification.

Admissions to the program will be made on the basis of personal interviews with the directors, George Urch and Rob Pearson.

International Education
 George Urch - Director

- A. Program consists of courses, practice teaching and possible field work in another culture or sub-culture, either in another country or in the United States. Requirements for elementary and secondary certification can be met upon individual consultation with program advisors.
- B. Program Requirements:
- Secondary and Elementary -
1. Center required

Ed. 387	Special Problems in International Education	3
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 2. Select one for certification

Ed. 229/529	International Education (Foundations)	3
Ed. 881	Comparative Education (Foundations)	3
Ed. 251/551	Foundations of Education (Foundations)	3
 3. Necessary for Certification

Curriculum Development in International Education	3
Section 1 - Social Studies; Section 2 - English	
 4. Necessary for Certification

Internship (Practice teaching and possible field experience)	4-6
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 5. Possible electives in International Education

Ed. 225/525	Education in Africa	3
Ed. 365/665	Education in Latin America	3
Ed. 733	Education in Asia	3
Ed. 705, Section 2	Seminar in Education - Out-of School Youth Education	
Independent Study		
 6. Electives from the College of Arts and Sciences or from other parts of the School of Education either for meeting certification requirements or to develop skills in areas not covered by the International Education Program.
- C. Courses Fall, 1971
- | | | |
|-------------|---|---|
| Ed. 387 | Special Problems in International Education | 3 |
| Ed. 229/529 | International Education (Foundations) | 3 |
| Ed. 881 | Comparative Education (Foundations) | 3 |

Chapter 3

Section 2: Folios: Common Program Elements in Basic Programs

Ed. 251/551	Foundations of Education (Foundations)	3
Ed. 365/665	Educ ion in Latin America	3
Ed. 705 Section 2	Seminar in Education - Out-of-School Youth Education	3

D. Courses Spring, 1972

Ed. 387	Special Problems in International Education	3
Ed. 229/529	International Education	3
Ed. 226/526	Curriculum Development in International Education	3

TPPC
November, 1971

MARKS MEADOW PROGRAM

Director,
Mike Greenebaum

Chapter 3

Section 2: Folios: Common Program Elements in Basic Programs

Marks Meadow Program

Elementary education majors will have the unique opportunity to begin a two-and-a-half year association with the new Teacher Education Program at Marks Meadow (TEPAM). The Marks Meadow staff will be assisted by School of Education faculty and graduate students as they address themselves to major and difficult issues in education.

TEPAM will consist of five phases, each a semester in length. Phase I, "Exploring Education Careers," is a 3 credit course designed to allow students to explore their interest and commitment to teaching. The course will include directed observation, selected readings, and exploratory contact with teachers, interns, and students.

TEPAM's Phase II will consist of a six-credit course called, "The Child and His World." Each student will begin a systematic observation of one or two children whose development will be followed over a two-year period. Seminars in child development and psychology will parallel the systematic observation.

Full-time student teaching for one semester will make up Phase III. Using this classroom experience as a catalyst, students will spend the following semester (Phase IV) exploring problems and concerns which they could not have anticipated or dealt with earlier in the program. This phase will include directed reading, seminars, and course work in foundation areas.

Phase V will be a final semester of full-time teaching during which the student will undertake the duties of a regular staff member including working with student teachers in earlier phases of TEPAM.

Undergraduates may enter TEPAM in either September or February of their sophomore year. Thirty juniors were admitted to Phase II of the program at its inception in September who have had some prior experience with young children and could demonstrate a commitment to following through with the program. Normally, the only entry into the program will be fifty sophomores to Phase I in September and another fifty in February. Out of each group of fifty, only thirty will be able to continue on to Phase II.

Education majors who are currently freshmen and sophomores will be admitted to the program on the basis of an interview with Michael Greenebaum, Principal of Marks Meadow, and Director of TEPAM.

TEPAM
 Teacher Education Program at Mark's Meadow

A. Program consists of five semester preparation for elementary certification and Bachelor's Degree.

B. Program consists of five phases: (One semester per phase)

Phase I	Exploring Education Careers
Phase II	The Child and His World
Phase III	Student Teaching
Phase IV	Post-Student Teaching
Phase V	Student Teaching

C. Program requirements:

Sophomore	Participation in above five phases
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D. Courses Fall, 1971

Ed. E74	Practicum in Education - Exploring Educational Careers	3
Ed. E32	Special Problems in Education: The Child and His World	6

E. Courses Spring, 1972

Ed. E74	Special Problems in Education: Introduction to Educational Careers	3
Ed. E32	Special Problems in Education: The Child and His World	6
Ed. C05	285 Student Teaching TEPAM	6
Ed. E85	Special Problems in Education: Seminar in Elementary School Methods TEPAM	6
Ed. E86	Elementary Curriculum Development TEPAM	3

TPPC
 November, 1971

MARTHA'S VINEYARD PROGRAM

Directors,
Horace Reed
Donald F. Cuniff

Martha's Vineyard Program

Total immersion for one academic year in the public school system and the self-contained Martha's Vineyard community is the unique feature of the Integrative Program in Teacher Education (IPTE). Simultaneous with practical classroom experiences, students will pursue a program of common and individualized readings, projects, seminars, and conferences. The theoretical, the experiential, and the clinical will be thoroughly integrated.

Lest the idea of spending an academic year on a resort island lead to thoughts of play and vacation, the Program Director warns that IPTE has a strong commitment to academic rigor as indicated by the following course content areas:

- A. Theories and techniques of learning and teaching
- B. The "self" in the learning-teaching process
- C. Theoretical foundations of education
- D. Development and evaluation of in-class curricula
- E. Case Studies of community roles in education
- F. Differentiated teaching experience
- G. Independent Study

Students will be encouraged to specialize in the areas most pertinent to his or her personal and professional growth.

Selection for the program will be in three stages. First: completion of application form obtained from Donald Cuniff, the Program Coordinator, followed by a personal interview with him. Second: tentative selection by the Director and a representative of the Martha's Vineyard school system. Third: review by an impartial observer, and final selection.

Martha's Vineyard
Horace Reed - Director

A. Program consists of one year's preparation on site at Martha's Vineyard.
Program will meet elementary and secondary certification requirements.

B. Program consists of 15 hours per semester.

C. Program requirements: Completing of course work and related experiences
in seven areas included in course titles listed below:

D. Courses Fall, 1971

Ed. E26	Theories and Techniques of Learning and Teaching Methods	1-6
Ed. E27	The "Self" in the Learning-Teaching Process	1-6
Ed. E28	Theoretical Foundations of Education	1-6
Ed. E29	Development and Evaluation of In-Class Curriculum	1-6
Ed. E30	Case Studies of Community Roles in Education	1-3
Ed. E31	Differentiated Teaching Experience	1-12
Ed. 391	Independent Study	1-6

E. Courses Spring, 1972

Ed. E78	Special Problems in Education: Learner- Based Classroom Methods	1-6
Ed. E79	Special Problems in Education: Classroom Applications of Self Theory	1-6
Ed. E80	Special Problems in Education: Educational Theory: A Practicum	1-6
Ed. E81	Special Problems in Education: Learner- Based Classroom Curriculum	1-6
Ed. E82	Special Problems in Education: Education and Community	1-6
Ed. C03	285 Student Teaching	1-12

TPPC
November, 1971

MASTER OF EDUCATION DEGREE
PROGRAM IN ELEMENTARY EDUCATION

Director,
R. Mason Bunker

MED

MASTER OF EDUCATION DEGREE PROGRAM IN ELEMENTARY EDUCATION
R. Mason Bunker - Director

The M.Ed. in Elementary Education is a professional program which leads to the degree and to teacher certification at the elementary level (K-8). It is a coordinated program specifically aimed at graduates who hold a bachelors degree and wish to earn a masters degree and teacher certification concurrently. The M.Ed. program is recommended to candidates who have diverse educational preparations, work experiences, and expertise to the field of elementary teaching.

The program combines academic and professional coursework with related field experiences for a minimum of thirty-three (33) credit hours. It is expected that a candidate would be enrolled in the program for two consecutive semesters and one summer session to complete the minimum program.

As the crisis-need to prepare large numbers of teachers is diminishing, the preparation of quality teachers becomes a possibility. The development of quality teachers, however, should not be limited to those who possess a degree in education and certification, for to do so is to exclude a group which can contribute fresh approaches, depth of content, alternate strategies, and differing experiences to the field of elementary teaching. The M.Ed. in Elementary Education capitalizes on these diversities to enable candidates to share their perspectives and experiences among themselves through seminar participation and with undergraduates as they interact in professional and field experiences offered by the Model Elementary Teacher Education Program.

Typically, candidates who want to enter elementary teaching and lack the professional credentials select courses and field experiences on a catch-as-catch-can basis. There often is little continuity in such programs and advising in such situations is minimal. While this approach has

allowed promising candidates to enter the teaching establishment and make a contribution, the candidate has often suffered because there is little opportunity for him to plan a course of learning experiences commensurate with his educational background, work experiences, and career goals. At the same time, there was little opportunity for the candidate to set individual goals, plan alternate instructional routes, evaluate his experiences, and reflect on his behavior. The M.Ed. in Elementary Education program provides a coordinated and concentrated program for candidates based on individual needs and goals of each participant within the framework of the Model Elementary Teacher Education Program.

The candidate and his advisor plan a program which is consistent with his experiences and his career goals. The program includes those prerequisites to certification as established by Massachusetts law.

Candidates participate in a minimum of eighteen (18) credit hours in professional education including the following experiences:

- (1) A METEP Teacher Preparation Program (9-18 credits)
- (2) A Full-Semester Internship (3-6 credits)
- (3) A Supervisory Seminar (3 credits)

METEP-Teacher Preparation Program

During his first semester on campus, the candidate will select (from the 18 credit hours required) from nine to eighteen credit hours of learning experiences from the Integrated Day workshops offered in the Model Elementary Teacher Education Program. The workshop experiences seek to provide participants with competencies in diagnostic and strategic skills in the management of the Integrated Day as well as in curriculum and content areas. These include language, arts, reading, social studies, science, math, aesthetics and human relations. Observation, evaluation and underlying philosophy will be included in the workshop semester.

M.Ed. candidates join the fifty selected undergraduates in the Integrated Day program for workshop experiences.

The METEP Integrated Day approach, allows a learner to assume much of the responsibility for his own learning. The teacher's job is to expose the learner to a rich environment of materials to explore, to encourage the learner to be self-directing, to permit the learner to become intensely involved in those activities which interest him, and, by continual diagnosis and assessment of his intellectual growth and development, to guide the learner to experiences which will allow him to maintain a maximum rate of growth and development in all areas of concern. In this way he learns how to learn and develops the desire and ability for self-education. The METEP Integrated Day Workshop has been established in the belief that this is the most useful kind of education in today's rapidly changing society.

Internship

The internship semester will follow the workshop semester and earn the candidate 3-6 credit hours. The candidate will participate in a concurrent seminar at the teaching center site and may select another three credit hours if he chooses. Currently, the sites are in Brattleboro, Vt., Kennebunk, Me., Worthington, Mass., and Wellesley, Mass.

Summer Session

During the summer session, a candidate will select nine credit hours of learning experiences from those offered by the School of Education and the University. Candidates will be urged to participate in the many Centers of the School of Education in planning learning experiences. Those Centers and special programs include: Centers for Aesthetics in Education, Counselor Education, Educational Research, Human Potential, Humanistic Education, International Education, Leadership in Urban Education, Teacher Educators, and Higher Education, the Program in Early Childhood Education, and the

Program in Compensatory Education.

Candidates will be encouraged to participate in learning experiences throughout the Five College System.

Nine (9) graduate credits of grade B or better are transferable from other institutions upon the advisor's recommendation to the Graduate School. At least fifteen (15) of the required thirty-three (33) credits must be graded, and twelve (12) must be in the 700-900 series courses.

At the conclusion of the program, a candidate should receive the M.ED. degree and elementary teacher certification. He should evaluate his experiences and determine implications for his teaching. All candidates will participate in an evaluation of the Integrated Day Program.

SYNOPSIS

- A. Program consists of two consecutive semesters and one summer session of post-graduate work leading to M.Ed. in elementary education.
- B. Program consists of minimum of 33 credit hours, which will include 15 to 18 hours, first semester; an internship (3 to 6 hours), concurrent seminar, and optional related course work second semester; and nine hours of learning experience during the summer.
- C. Course Requirements:
1. Bachelor Degree
 2. Participation in course work indicated above and further defined below, and commitment to Integrated Day approach to learning/teaching.
- D. Courses, Spring 1972
- | | | |
|---------|---|---|
| C01/585 | 585 Student teaching | 6 |
| 705 | Seminar in Education: In-Service Workshops for M.Ed. Interns in Integrated Day Class-3 rooms. | |

MASTER OF ARTS IN TEACHING

Directors,
Richard Clark
Jon Ball

MAT

MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching program is a ten-month, thirty-six credit study of teaching leading to a Master's Degree. These participants in the program are selected from a variety of careers - teaching, journalism, ministry, social work etc. - while others come directly from college.

Many participants intend to work in elementary and secondary school classrooms. While others are focusing on teaching in other settings - the media, hospitals, prisons, community organizations, universities.

At the center of the program is a concern about teaching in a large sense; a concern with helping people to find meaning in their experience through assisting participants with the development of vision, imagination, and ability to create community.

Conceding that program goals may not be achieved through given course requirements and practice teaching, the program sets up requirements of a different nature. Essentially, the requirements call for 1) a five-week summer session featuring a retreat, daily morning seminars, and afternoon and evening workshops offered by participants, 2) committee meetings throughout the year to plan, share, and evaluate all the other experiences in the programs; and 3) field experience in a variety of settings - public schools, advertising agencies, Indian reservations, prisons, etc.

One-third of the program work (12 credits) is done in a field of study other than education. Participants may also avail themselves of the courses, modular offerings, and independent study opportunities sponsored by the School of Education, the rest of the University, and the four affiliated colleges.

Master of Arts in Teaching

A. A one year program for individuals who have completed Bachelor Degree requirements and may or may not have taught. Program leads to M.A.T. Degree.

B. Courses Spring, 1972

Ed. 705	Seminar in Education: Methods of Planning and Evaluation of Teachers	3
Ed. 685	Practicum in Education: Supervisory Seminar	3
Ed. C11	Student Teaching	1-15

MEDIA SPECIALISTS PROGRAM FOR THE DEAF

Director,
Raymond Wyman

MSPD

MEDIA SPECIALIST PROGRAM FOR THE DEAF
Raymond Wyman - Director

Students with severe hearing impairments must be educated in special schools or classes that emphasize special systems of communication based on sound amplification, visual communication techniques and individual learning systems. In other words, media specialists with special training are particularly needed in the education of the deaf.

The Bureau of Education for the Handicapped of the U.S. Office of Education asked the University of Massachusetts to invent, develop and institute a unique new program to train a small number of people in the joint areas of media and education of the deaf. The program now consists of juniors, seniors and masters candidates who are supported by stipends and special services. We expect to place our first graduates during the summer of 1972, after they complete a semester-long internship at a leading media center in a school for the deaf.

Schools for the deaf are developing comprehensive media centers to serve their teachers and students. Every teacher needs professional help in selecting, adapting, constructing and using a wide variety of media to use in his individual learning activities. The place where media services for teachers and students are concentrated is sometimes called a resourceteria. It may include clerical and technical personnel to assist the professional.

It is anticipated that this program may be a prototype for other programs to serve other handicapped children. A national network of special education instructional materials centers is now developing. Most personnel are now coming from either the media or special education areas. Our program attempts to combine the two areas into one program.

In addition to these schools and classes, there are several pre-school classes for hearing-impaired students in the area. Not only is there a quantity of practicum sites, there is a wide variety. Students would be able to receive experience in both the oral and combined methods of teaching the deaf and would also gain experience in residential schools, day schools, and day classes.

Two centers on campus help serve the needs of the deaf. These are the Northeast Regional Media Center for the Deaf and the Media Specialists Program for the Deaf. They are both federally funded through the United States Office of Education, Bureau of Education for the Handicapped. The staff and resources of these two centers will be utilized for a teacher training program for the deaf.

Media Specialists Program for the Deaf

A. Typical Courses for First Semester Junior - Fall 1971

Ed. 386	Special Problems (Deafness) - Nourse/Patrie	3
Sp. 285	Audiology - Nober	3
Ed. 235	Ed. Media, Technology & Systems - Coffing	3
Ps. 262	Child Psychology - Staff	3
Elective -		

B. Courses Spring, 1972

Ed. E89/686	Special Problems in Education: Media in Education of the Deaf	3
Ed. E88/686	Special Problems in Education: Deaf People Can't Hear But Can...	1
Ed. E87/686	Special Problems in Education: Seminar on Deafness	2
Ed. 237/537	Media Production Survey	3
Ed. 235/535	Ed. Media, Technology and Systems	3

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Media Specialists Program for the Deaf

Purpose - Students graduating from this program will be prepared to direct a media program in a school for the deaf. Students are not prepared as teachers of the deaf.

Number of Years in Program - Students begin the program first semester of the junior year. After three years, they receive a non-teaching Master's Degree in Education.

Number of Students - A maximum of 15 students are accepted into the program each year.

Prerequisites - Any student may apply. Those students with a background in media and/or deafness are given preference.

Course of Study - The course of study covers four main areas: a) deafness b) media, c) general education, and d) psychology.

Non-Course Experiences - Field trips, deaf club meetings, informal visits with staff, tutoring, internship, and national conventions are all part of the program*

General - Stipends are available to students in the program. Juniors receive \$300, seniors receive \$800 plus tuition and Graduate Students receive \$2200 plus tuition. After completing the program, students fulfill the state requirements for certification as a teacher and as a media specialist.

*Within a 90 minute drive, the following sites are available:

Residential - Oral

Clarke School for the Deaf
Northampton, Massachusetts

Residential - Combined

American School for the Deaf
West Hartford, Connecticut

Austine School for the Deaf
Brattleboro, Vermont

Day - Oral

Willie Ross School for the Deaf
East Longmeadow, Massachusetts

Springfield Public School Day Classes
Springfield, Massachusetts

Day - Combined

Framingham Learning Center for the Deaf
Framingham, Massachusetts

METEP - INTEGRATED DAY PROGRAM FOR
SENIORS & M.A. CANDIDATES

Director,
William Masalski

METEP - Integrated Day Program For
Seniors & M.A. Candidates

The one-year Model Elementary Teacher Education Program (METEP) has been designed to prepare teachers with strong competencies relating to the Integrated-Day approach to teaching.

This relatively new approach to the education of children views the teacher's role as exposing the child to a rich environment of materials to explore, to encourage the child to be self-directing, become intensely involved in activities which interest him, and, by continual diagnosis and assessment of his intellectual growth and development, to guide the child to experiences which will allow him to maintain a maximum rate of growth and development in all areas of concern. In this way the child develops the desire and ability for self-education.

The first semester will consist of a 16 credit workshop providing participants with competencies in diagnostic and strategic skills in the management of the Integrated Day as well as in curriculum and content areas. The METEP faculty is attempting to coordinate the following areas in an integrated modular program:

Language Arts, Reading - Masha Rudman
Science - Dick Konicek
Math - Bill Masalski
Aesthetics - Susan Brainerd
Human Relations - Al Ivey
Curriculum Development - Mason Bunker

During the second semester each candidate will serve an internship in an Integrated Day elementary school working with carefully selected supervising teachers. Observation, evaluation and underlying philosophy will be included in the workshop semester, as well as in the internship semester.

Current juniors and seniors will be accepted into the METEP program.

Admission will be based on a personal interview with the project staff and a written statement from candidates including reasons for wanting to participate in the program.

METEP - Integrated Day
William J. Masalski - Director

- A. Program consists of one year of course work and an internship leading to elementary education certification.
- B. Program consists of 16 credits of course work first semester and a second semester internship.
- C. Course requirements: Participation in course work and related experiences indicated below:
- D. Courses Fall, 1971

Ed. 260/560	The Elementary School Curriculum	3
Ed. 261/561	Methods of Teaching Reading and Language Arts	2
Ed. 262/562	Principles and Methods in Teaching Science in Elementary Schools	2
Ed. 263/563	Principles and Methods in Teaching Mathematics in Elementary Schools	2
Ed. 205/505	Aesthetics	2
Ed. 220/520	Human Relations	3
Ed. 259/559	Social Studies	2

E. Courses Spring, 1972

Ed. 205/505	Aesthetic Elements in the Teaching/Learning Process	1
Ed. 220/520	Human Relations Laboratory	3
Ed. 259/559	Principles and Methods of Teaching Elementary Social Studies	2
Ed. 260/560	The Elementary School Curriculum	3
Ed. 261/561	Principles & Methods of Teaching Language Arts & Reading	2
Ed. 262/562	Principles & Methods of Teaching Elementary Science	2
Ed. 263/563	Principles & Methods of Teaching Elementary Mathematics	2
Ed. E68/686	Special Problems in Education: The Model Elementary Teacher Education Program	3
Ed. E69/686	Special Problems in Education: The Model Elementary Teacher Education Program	3
Ed. C01/585	285 Student Teaching - METEP	1-15

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OFF-CAMPUS PROGRAM

Director,
William V. Fanslow
William E. Byxbee, Jr.

Off-Campus Program

The educational experience of on-the-job training, implementation of educational change, communication with other teachers and administrators in "real" job situations, life away from the University; these are the components of the Off-Campus Teacher Educational Program.

Realizing that much of a new teacher's education comes while trying to survive on his first job, the Off-Campus Program allows a student to experience many of the alternative educational situations, difficulties in implementing new methods and ideas, and general problems of "field survival" that a new teacher faces, while the supervision, evaluation and resources of the School of Education are still available to him.

With the focus on actual field experience, the program will be divided into three phases.

The first, entitled the "Pre-Practicum" phase may include up to six credits. Included will be a series of lectures on foundations, not necessarily a semester-long course, but tailored to various field needs; a supervisory seminar, using microteaching clinics for self-help; discussion of alternative structures, designed to give general knowledge of present changes in education; seminars on field survival, designed to help students realize the "real life" situation in the field; and an intern/extern seminar, which will allow externs to help pre-interns train for their coming intern experience and will allow externs to meet with faculty to help evaluate the total program.

The "Practicum" phase of the program will be a semester-long off-campus experience including up to 15 credits. Practice Teaching will be arranged in a number of identified schools and school districts throughout the U.S., Canada, and England, which have unique problems that are of keen interest to many students. The practice teaching experience will vary greatly depending on the school program selected by the student. This semester will also involve peer supervision, utilizing concepts learned in the micro-teaching clinics, with periodic reports to the University. Weekly seminars with the cooperating teachers and the staff of the school and one-week workshops on site in the off-campus centers will also be part of the practicum semester.

The "Post-Practicum" is the final phase of the program involving about two credits. This phase will involve mainly evaluation and program development, allowing externs an opportunity to reflect on their intern experience. This phase will also allow an extern to involve himself in other courses and experiences at the School of Education to round out his experience.

The program will involve 150 students in the field per semester - generally first semester seniors and juniors, but not limited to those two groups. Undergraduates may be included, particularly in the pre-practicum phase as early as their sophomore year. This program meets all Massachusetts Certification Requirements. Beginning with Spring, 1972, all participants must have at least one semester on campus after their field experience.

Cost-of-Living No Higher
Interning Off Campus

Many of the alternative programs offered by the School of Education require interning off campus as far away as California. The Director of Field Exper-

ience reports that the basic living expenses are usually no higher than on campus.

For example: for the current academic year, housing in Southwest and Orchard cost students \$280 per semester; for board, \$265 which does not include meals on weekends; for linen, \$15 per semester. Therefore, the amount students have for room, board and linen for one semester off campus \$560.

Off-Campus Practicum Sites

CONCORD, MASS.

This is an off-campus program which was initiated about four semesters ago. Under the leadership of Robert Diamond of the Concord Public Schools, the University was invited to send interns there to work on a K-12 basis to help the Concord Public School System promote flexibility and quality in education. We currently have 36 students working on an internship each semester there and have received a request from Concord to double this number for the following year.

MERRIMACK REGIONAL VALLEY

We have about 8 interns working on the secondary level in the Chelmsford, Andover, Lawrence, Tewksbury, and Westford schools that comprise the Merrimack Education Center. These interns have become integrated in the secondary school in which they are working and have become like staff members there; they have very definite duties and responsibilities which enable the Merrimack Education Center to help make their curriculums more relevant and responsive to their students.

MATTAPOISETT/OLD ROCHESTER HIGH, CENTER SCHOOL, OLD HAMMONDTOWN

This K-12 program is designed to allow student interns to assume major responsibilities for education very early in their intership. The interns take over the entire calss or classes one afternoon a week to allow the cooperating teachers to participate in an on site, in-service program for graduate credit conducted by a staff or faculty member of the University of Massachusetts' School of Education.

CHATHAM

A K-12 program which provides about six positions for students interested in a more structured internship.

MONTREAL, CANADA, MONTREAL ORAL SCHOOL FOR THE DEAF

We are working with two school in Montreal. One is the Montreal Oral School for the Deaf which is one of the finest oral schools in North America. Students with little or no experience in working with the deaf are encouraged to expose themselves to a new form of education. Most of the students find this to be one of the most rewarding and challenging experiences they have ever had.

The other school is a private elementary school working on the integrated day approach to education. Students in Montreal will have the opportunity to work in both schools for a few weeks and then decide which program will best fit their needs.

DADE COUNTY

NORTH MIAMI BEACH HIGH SCHOOL

A brand new physical plant and a brand new experiment in differentiated staffing and flexible scheduling. The interns are encouraged to assume major teaching responsibilities, offer unique self-designed courses, and participate in ongoing evaluation. The students are paid a stipend of \$1,000 per semester since they are considered members of the staff.

NORWOOD ELEMENTARY

This is a year long internship very similar to the North Miami Beach High School program. The students are considered members of the staff and have major educational and instructional responsibilities. The student interns are given a stipend of \$2,000 for the academic year.

WHISPERING PINES ELEMENTARY SCHOOL - South Miami

An elementary school consisting of four pods built around a central core area. Each pod handles a certain age level and the teaching staff is divided into instructional teams. The interns are allowed to select an instructional team with which to work.

IDAHO SPRINGS, COLORADO, CLEAR CREEK PUBLIC SCHOOLS

This K-12 system is located about 40 miles west of Denver. The entire system is differentially staffed and flexibly scheduled. The program offers many opportunities for the students to get into the main flow of innovation. All students will have three weeks to work in a variety of grades and age levels before deciding where or at which grade level they will intern.

CALIFORNIA

MARIN COUNTY, EDNA MACGUIRE MIDDLE SCHOOL

Located 10 miles from San Francisco, this program offers a unique field experience in the Edna Macguire Middle School. The school is sub-divided into four mini-schools each with its own structure, staff, and students. This allows the students to work with much smaller community groups. The school also offers experience in differentiated staffing and flexible scheduling.

TEMPLE CITY, OAK AVENUE INTERMEDIATE SCHOOL

Located just south of Pasadena, this school system is a model of differentiated staffing and flexible scheduling. Many of the elementary schools are working on the integrated day approach and will pay \$1500 to interns who will spend a full academic year in Temple City.

SHERMAN OAKS ELEMENTARY SCHOOL

An elementary program in west Los Angeles which offers a completely individualized approach to teaching. The interns have the opportunity to work with small groups of students and have enough autonomy to be as creative as they wish.

NEW MEXICO, FIVE INDIAN PUEBLOS

We are working with five pueblos in northern New Mexico on an elementary and secondary level. Many of the schools are Indian controlled and have requested assistance from the School of Education. These programs offer a unique cultural, as well as educational, experience and requires more individual preparation than any of our other programs.

BRISTOL AND BOURNEMOUTH, ENGLAND

We are working with these two school systems in England because we feel that if people are to be exposed to integrated day, the best place to expose them to it is at its source. These systems have been working with Integrated Day for many years and can provide the intern with an invaluable educational experience.

DUSSELDORF, GERMANY, AMERICAN INTERNATIONAL SCHOOL OF DUSSELDORF

An elementary and secondary program at the American International School in Dusseldorf provides for integrated day on the elementary level and tutorial on the secondary level. This system is very interested in innovation and hope that the interns will be able to assist them.

Off-Campus K-12

William Fanslow and William Byxbee, Jr. -- Directors

A. Program consists of three semesters of preparation for elementary or secondary teaching certification. Practice teaching of one off-campus semester.

B. Program consists of three phases, incorporating up to 23 credits of work:

Phase I	Pre-Practicum	6 credits
Phase II	Practicum-Practice Teaching	15 credits
Phase III	Post-Practicum	2 credits

C. Program requirements: Participation in above three phases.

D. Courses Fall, 1971

Ed. E75	Pre-Practicum for Off-Campus Projects	6
Ed. 285	Off-Campus Practicum in Education	6-15
Ed. E71	Post-Practicum for Off-Campus Projects	1-3
Ed. E91	Supervisory Seminar	3
Ed. 251	Foundations	3

E. Courses Spring, 1972

E75	Special Problems in Education: Foundations & Pre-Practicum for Off-Campus Programs	6
C06	285 Student Teaching	6-15
E91	Off-Campus Secondary Methods	3
E77	Off-Campus Post-Practicum	3

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SHP
SPRING '72 PROGRAM PREPARES FOR
FALL INTERNSHIP WITH SUMMER WORKSHOP

Director,
Robert Wellman

Michael Minor (Coordinator)

Spring '72 Program Prepares for
Fall Internship With Summer Workshop

The Sociological, Historical, Philosophical (SHP) Teacher Education Program will allow students to get both the B.A. and M.Ed. degrees in five years, with the last year being a paid year-long job experience. Students need not decide to enter the program until their junior year.

This new program has been designed to provide a novice teacher with as solid an educational foundation and professional training as possible, while ensuring the acquisition of professional skills in idea as well as actual teaching situations. The program's major emphasis is on integrating the practical classroom situations with the related theoretical considerations, avoiding both sterile scholasticism and mindless activity. The program hopes to allow each student to assess his own capabilities and potential, to build his strengths and minimize his weaknesses, and to gain the confidence to function effectively and humanely.

Students enter in the second semester as juniors with a three credit tutorial seminar. During the succeeding summer, students will enroll in an intensive four week workshop creating idea teaching situations in preparation for the Fall semester internship.

During the Fall semester internship the student will teaching in a local school, granting nine hours credit, and concurrently take two courses: a methodology seminar to assist in the public school teaching situation, and an educational psychology course. At the end of the internship, the student is granted his Bachelor's Degree; by virtue of the previous summer's credit he graduates in January. The student then embarks on his Master's Degree program.

The Spring semester is spent in course work on campus, especially a nine credit educational foundations experience which attempts to build upon the previous teaching experience and analyze them in terms of their theoretical components. An additional six hours of electives are chosen in consultation with the student's advisor.

The following year the student is placed in a full-time, paid-in-full teaching position in a public school under the supervision of an in-service advisor on the program staff. The student continues seminar work focusing on integrating the teaching situation with its theoretical considerations. At the end of the year the student is granted fifteen hours credit, and, in June, receives his Master's Degree. The program will fulfill Massachusetts certification requirements.

An orientation session is held to further acquaint interested students with this program. Following the orientation session, students will have individual interviews with a member of the Educational Foundations Center. Admission to the program will be based on an interview.

S.H.P.
Sociological, Historical & Philosophical

A. Program consists of course work spread over a two and one-half year period beginning second semester of junior year, and continuing for one year beyond the senior year. The program leads to a M.Ed in elementary or secondary education.

B. Program consists of five phases:

- | | |
|---------|--|
| Phase 1 | Tutorial seminar - second semester junior year |
| Phase 2 | Four week workshop during summer between junior and senior year |
| Phase 3 | Fall semester - senior year, student will student teach (9 hrs) and take two concurrent courses (methods, psych.); B.A. awarded at end of phase 3. |
| Phase 4 | Spring semester, student takes on-campus course work (9 hrs in Foundations; 6 hrs electives) |
| Phase 5 | Full-time teaching and related seminar work (15 hrs credit). |

C. Program requirements as per above.

D. Courses Fall, 1971

No course work until second semester. Program applications made during Fall, 1971 semester.

E. Courses Spring, 1972

E06	S.H.P. Field Work Seminar	3
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URBAN ED MAJORS TO BECOME
INNER CITY REFORM STRATEGISTS

Director,
Barbara Love

Urban Ed Majors To Become
Inner City Reform Strategists

A new wholly contained program that will give students a political sophistication to the degree that will enable them to become successful teachers and reform strategists in inner city schools has been devised by the Urban Education Center.

Given the present state of crisis in most urban school systems, it is not enough for teachers to have learning concepts and teaching skills. They must be able to relate academic theories and concepts to urban children; understand the socialization process of schools; be aware of the values they impart in the classroom; be able to reflect on what is happening in the midst of diversity and conflict; and be able to deal with problems of institutional racism. Teachers must also have a working knowledge of the problems of accountability, decentralization, and community control of schools.

To prepare students emotionally and intellectually, the focus of the program will be an internship combining teaching and living in an inner city community. Students will intern in groups of ten to thirty in various cities including: Boston, Worcester, and Springfield, Massachusetts; Philadelphia, Pennsylvania; Brooklyn, New York; Paterson, New Jersey; Louisville, Kentucky; and Los Angeles, California.

Methods instruction will occur on site with workshops involving the student, cooperating teacher, and graduate supervisor. The intern experience will be structured to develop a procedure for moving from a case study approach to working in tutorial and other capacities in small groups to preparing and coordinating lessons with an entire class.

Internship will follow a semester of on-campus courses including "Introduction to Urban Education." After internship, participants will return to Amherst for one or two semesters of follow up experiences, including an Evaluation Seminar. Externs may then choose from a variety of advanced courses in urban education and related courses in other School of Education Centers and University Departments.

Near the completion of the two year program, participants will engage in a second practicum involving specific projects in curriculum development. Students will be encouraged to initiate projects relating to their individual teaching plans.

The official name of the program is Center for Urban Education Teacher Education Model, or CUETEM. In Fall and Spring, 1971-72, CUETEM will admit 200 students to the program. Approximately 90 students - 60 elementary and 30 secondary education majors - including juniors and seniors, will begin their on-site internship in Fall, 1971. In January, 1972, after a semester of pre-practicum experiences, an additional 110 students will be placed in internships in urban areas.

Admissions to the program will be handled by members of the Urban Education Center. Individual counseling can be arranged by calling the Urban Ed. Center or making an appointment with Barbara Love, Bobby Gentry, Billy Dixon, or Carolyn Peelle.

Urban Education

A. Program Intent

A two-year program leading to elementary or secondary teaching certification.

B. Program Requirements

Participation in the following:

- Phase I One to two semesters on-campus course work including "Introduction to Urban Education" and "Survival Strategies 1, 2, 3".
- Phase II Internship #1 off-campus, one semester. On-site methods and supervision.
- Phase III One or two semesters (depending on individual student needs) of on-campus course work, with emphasis on evaluation.
- Phase IV Senior seminar in curriculum development, including a second, on-site practicum experience.

C. Courses Fall, 1971

Ed.	267/567	Urban Community Relations	3
Ed.	313/613	Introduction to Urban Education	3
Ed.	330/630	Economics of Education	3
Ed.	E38/686	Survival Strategies for Urban Schools, 1, 2, 3.	3
Ed.	285/585	Urban Education Internship	12
Ed.	E63/E83	Urban Education Internship Super-Vision	6
Ed.	E02/686	Urban Education and the Teacher	3
	(sect.2)		

D. Courses Spring, 1972

E51	Special Problems in Education: Survival Strategies	3
E52	Special Problems in Education: Survival Strategies	3
E53	Special Problems in Education: Survival Strategies	3
C04	285 Student Teaching	12
267	Urban Community Relations	3
268	Curriculum Development in Urban Schools	3

Chapter 3
 Section 2: Folios: Common Program
 Elements in Basic Program

313	Introduction to Urban Education	3
E49	Special Problems in Education: Methods of Teaching in Urban Schools	3
E50/686	Special Problems in Education: Current and Successful Leadership in Urban Education	3
E03/686	Performance Curriculum in Teaching Reading and Language Arts	3

CHAPTER 4

Evaluating the Performance of Graduates From Basic Programs

The School of Education feels that the evaluation of its graduates from basic programs is a part of a total ongoing evaluation of the School of Education itself and that all evaluation procedures and results are inter-related. For example, one cannot be critical of a student's failure to teach well without being critical of the School of Education and how it trained that student. We consider the process of evaluation as one of mutuality and attempt to evaluate students, faculty, programs and administration with the concept of mutuality and openness to feedback in mind.

The information presented in this chapter, then, is meant to convey not only an evaluation of the performance of graduates from basic programs, but also how these evaluations fit into the total concept of evaluation held by the School of Education. The "Phone-call Follow-up Study" and the "Evaluation of the Intern Student Teacher Program" are presented first because they most specifically answer the questions provided in the NCATE "Guidelines" for this Chapter. The material that follows represents some of the other methods of evaluation used by the School of Education in order to encourage mutual evaluation and growth. Furthermore, there have been other evaluation methods presented throughout this report that contribute to the School's concepts of evaluation.

Chapter 4: Evaluating Graduates from Basic Programs

Phone-Call Follow-up Study

The most significant attempt the School of Education has made to follow-up on its students after they graduate from the University has been by means of a phone-call follow-up of its graduates from the spring semester of 1969-70 and the fall and spring semesters of 1970-71. While the study was initiated and carried out by the School of Education, the University Alumni Office and the University Placement Office provided very helpful advice and the use of their phones. An important result of the study has been that the Alumni Office, the Placement Office and the School of Education have begun a meaningful dialogue on how best to complement each other's efforts and to avoid unnecessary duplication of efforts. We have already met to discuss the results of this study and have planned meetings to discuss future efforts that will be undertaken independently as well as jointly.

The phone-call follow-up study presented here was designed after considering what other institutions have done in the past and what our needs were.

Ten undergraduate students at the University were hired to make the actual phone calls. Telephone numbers were procured by obtaining an IBM listing of all students who student taught during the period of time being studied. After receiving the names, the telephone numbers were found by looking up the home phone numbers listed in the appropriate student telephone directory. Six hundred and fifty nine phone numbers out of a possible 12 00 were found and 572 people were reached. In some cases parents of the graduates could only be reached and their answers to the questions were not always complete. The method of finding phone numbers will not be as cumbersome in the future, as these numbers will now also be included in the IBM lists. The students performing the follow-up met with the directors, Howard Millman and William Read, on two occasions before the follow-up began in order to work out the

Chapter 4: Evaluating Graduates from Basic Programs

logistics involved and to be briefed on the purpose of the follow-up. They also met periodically to discuss the intermediate results and possible problems that may have come up. The total time involved was four weeks. The following results and the questionnaire itself represent a first attempt to reach graduates in order to aid in the evaluation of teacher education programs.

Chapter 4: Evaluating Graduates from
Basic Programs

Hello,

May I speak to_____.

My name is_____ and I am
calling from the University of Massachusetts. The
School of Education is doing a survey of recent
graduates in order to keep the lines of communication
open with them and to evaluate its Teacher Training
Programs; and we would like to know if you would help
us by answering some questions about what you are
(your son, wife, etc.) doing now.

Yes_____ Go on to the next page.

No_____ Try to get address and
phone and terminate call. Go on to the next call.

Chapter 4: Evaluating Graduates from
Basic Programs

SINCE WE ARE MAKING OVER 2,000 LONG DISTANCE CALLS, WE HAVE TRIED TO MAKE THE SURVEY AS COMPLETE BUT SHORT AS POSSIBLE. ALL THE QUESTIONS EXCEPT THE FIRST AND LAST CAN BE ANSWERED WITH ONE WORD. IF YOU CAN'T OR DON'T WANT TO ANSWER ANY QUESTIONS, WE'LL JUST SKIP IT. OKAY.

1. Well, first we would like to know what you are doing now.

Home Address

If teaching, get name and address of employer.

Innovative

☐

Conservative

☐

Name

Address

Phone

Specifics of job

If not teaching, why?

If in Graduate School, get name and address of school.

Name

Address

Specifics of major and degree sought

If other, get what seems appropriate.

2. What was your major or what grade levels were you prepared for in college?

3. Do you plan to do something else in the near future?

No

☐

Yes

☐

Briefly what?

Chapter 4: Evaluating Graduates from
Basic Programs

(May not apply)

4. Did you hear of your position from the placement office?

Yes / ☐ /

No / ☐ /

5. Did you make your plans or accept your job before or after graduation?

Before / ☐ /

After / ☐ /

(May not apply)

6. What is your annual salary?

(May not apply)

7. Do you feel you were well prepared for your job?

Yes / ☐ /

No / ☐ /

Somewhat / ☐ /

8. And now the last question: Could you give two concrete suggestions for improving our Teacher Education Program?

a.

b.

THANK YOU VERY MUCH FOR YOUR HELP. I ENJOYED TALKING WITH YOU.

Chapter 4: Evaluating Graduates from Basic Programs

Question 1

The first question was formulated to determine what graduates were doing, what type of school those teaching were working in and why some students were not teaching.

The results revealed that 52.4% of the students sampled were teaching. As an isolated figure this figure represents a favorable percentage in comparison to other teacher training institutions; however the other results indicate an even more favorable profile of graduates. That is, 6.9% were pursuing degrees in graduate schools, 2.9% were working in a service area such as Peace Corps or Vista, 1% were travelling and 2% were married and chose not to teach. In other words a total of 65.2% of the students sampled were either teaching, furthering their studies or doing other things of their choice instead of teaching. In addition to these figures, we also learned that 20.1% were working in other areas, 8.5% were substitute teaching and 9% were unemployed.

Question one was also designed to determine if students could classify the school they worked in as innovative or conservative, and to determine why some students were not teaching. There were no percentages for the type of schools graduates were working in because a majority felt that they could not classify their school as either innovative or conservative; however, it is significant that they could not make that classification in that most of the schools did not have programs that were totally committed to any one type of teaching or curriculum. The students performing the follow-up were not able to get significant results as to why some people were not teaching. Some of the reasons for the lack of results are that parents could not answer the question, graduates could not answer it, and, most significantly, the way in which the question was asked did not illicit helpful responses.

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In some cases the question was not even asked because it was overlooked.

Question 2

The second question was formulated to determine what percentage of the graduates were teaching the subject and or grade level they were most prepared to teach. The results revealed that 49.4% were prepared to teach in elementary school and 48% were prepared to teach in secondary school. Of the total, 6.6% indicated that they were either teaching a subject or grade level other than what they were prepared to teach.

Question 3

The third question was formulated to indicate the relative stability of the graduates by asking if they had any plans for changing what they were doing in the near future. 23.9% indicated that they did have plans for the future and almost 100% of that figure indicated that their plans were either to get a full time teaching job or to pursue graduate studies. While 23.9% indicates that a great majority of graduates are not making future plans, their figure would have been more revealing if it indicated which graduates did have plans. In other words were the people who had future plans those who were not already teaching or did the results include a large percentage that were already teaching or in graduate school.

Question 4

Question four was formulated to determine what percentage of those who were teaching got their jobs from the University Placement Office. Of those who were teaching only 6.7% indicated that they got their job through the University Placement Office. While this figure is extremely high, it would be more revealing if we found out how many students tried to use

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the Placement Office, how many were aware of its services, what were the reasons for not using it, how many used it, etc.

The Placement Office has already begun to use a variety of methods to communicate with students. For example, it is now attempting to teach students at various points in their academic career. It is also using a variety of written materials and visits to the School of Education to communicate directly with students. Students are also required to hand carry their credentials over to the Placement Office in order to process them for State Accreditation. It also now sends available job descriptions to the School of Education's Dean of Student Affairs in order to make them readily available to interested students.

Question 5

Question five was formulated to indicate the percentages of students who got teaching jobs before or after graduation. The results reveal that 25.3% got their jobs before graduation and 74.6% got their jobs after graduation. This question is related to question four and indicates that a high percentage of students who got teaching jobs got them during the summer or even later after graduation. It may indicate that some students who did not get jobs before graduation sought the security of an immediate job in a non-teaching field rather than wait for a job in teaching. The value of the Placement Office in this area would be that more students would have the chance of getting jobs before graduation if they used its services.

Question 6

Question six was formulated to indicate the range of salaries for graduates who went into teaching. The results were the following:

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\$5,000 - 6,500	18.3%
\$6,500 - 8,000	72.7%
\$8,000 - 12,000	8.9%

The results reveal that the majority of graduates were within a salary range that is similar to the national average. It might have proved helpful, however, to discover what the job descriptions and qualifications were for the 8.9% that were in the \$8,000-\$12,000 range.

Question 7

Question seven was formulated to indicate the percentage of students that felt well prepared for their teaching jobs. The results were the following:

Well Prepared	58.4%
Somewhat Prepared	23.6%
Not Well Prepared	18.0%

Question 8

Question eight was an open-ended question that was related to question seven in that it sought suggestions for improving teacher training programs in the School of Education. Many of the suggestions have already been implemented in the TPPC alternative programs and others may be implemented in the near future. The two major suggestions were to make methods courses more practical and to allow for more time earlier in one's career to observe classroom teaching. Both of these suggestions are now very important elements in the sixteen TPPC programs and are described in detail in Chapter three of this report.

The following suggestions were made by graduates who participated in the follow-up study:

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Suggestions for improving teacher training major areas of agreement:

1. Improve or eliminate methods - 95 responses
courses too idealistic, theoretical, should be more practical
2. Share time spent in the classroom - 83 responses
observation first or second year, student teach earlier, more
eliminate eight-week program
3. More and better communication between student and supervisor - 45 responses
supervisor didn't see students teach enough, should be in same
area as student is teaching in, should be some way of selecting
own supervisor because it is so important, supervisor and
cooperating teacher need more communication
4. More structure, organization, direction to School of Education
as a whole - 40 responses

More specific suggestions:

- X1. Course in rural education
- X2. Employment service to place teachers
- X*3. Improve social studies methods
- X*4. Alternative to pass/fail system
- X*5. Student teach in more than one class or school under
more than one teacher
- X6. Training for national teachers exam
- X7. Some discussion on teachers' unions
- X*8. More on discipline and problems
- X*9. More emphasis on reading
- X10. Make it easier for those teaching far away to get
methods seminars

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- X11. Art education program should be at least six years
- X*12. Improve School of Education advisors
- X13. Make tests and measurements mandatory
- X*14. Better music, arts and crafts courses
- X*15. How to make tests, keep records, registers, do bulletin boards, choose books
- X16. How to motivate, deal with slow learners
- X*17. Make strength training mandatory
- X*18. How to make best of traditional school, books, etc.
- X*19. Preparation of materials
- X20. Better audio-visual
- X21. Have a course on substituting
- X22. Take Outward Bound course
- X23. Eliminate different "PC correctors"
- X24. Have a guide to the programs in School of Education

Comments on the Phone-Call Follow-Up

The above study represents an initial significant attempt on the part of the School of Education to follow-up on its graduates. While several aspects of the follow-up could be improved upon it does reveal that a high percentage of those sampled are either teaching or doing other things of their own choice. It also reveals that most people are teaching in the area they were prepared for and that most people show a degree of stability in their present life. The study revealed that much work needs to be done in the placement of students and that those teaching were receiving salaries consistent with national averages. While most

X indicates idea was suggested by one person

X* indicates idea was suggested by two to five people

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graduates felt from somewhat to well prepared for their teaching assignment, they provided many suggestions for improvement in their teacher training programs. Many of these suggestions have already been implemented in the sixteen Alternative TPPC programs and others may be implemented in the future.

Since the graduates sampled represent people who were not trained under the existing TPPC programs a future study is necessary to determine in what ways the TPPC programs will effect the results. We feel the results will be positive because many of the weaknesses revealed in the study have already been dealt with in our current programs.

An In-depth Evaluation of All Student Teachers

In order to capitalize on the accessibility of student teachers as part of the process of evaluating our graduates as they actually operate in the classroom, the Director of Field Experience and professors from each of the methods courses helped design an in-depth study of goals for our teacher education programs. In order to determine if those goals were met, Elizabeth C. Proper, a doctoral student in the Center for Educational Research and her secretarial staff were given a research assistantship to evaluate all student teachers and student interns for the academic year 1970-71 in terms of those goals. Since the results of the second semester evaluation are in a more readable format, they will be presented along with recommendations and suggestions for program change in the main body of the report with the stated goals of the evaluation. The first semester report and testing devices will be readily available if the visiting team desires to see it. There were several differences between the two reports. The first semester report was formulated in terms of specific goals while the

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second semester report was formulated in terms of general goals and cross-referenced in terms of specific goals. The other major difference is that the questions in the first report on the use of audio-visual equipment and professional and non-professional magazines and journals read were solicited and tabulated from open-ended questions, while the second semester questions in those areas were solicited from closed-ended questions based on first semester answers. The results of the study and an introduction to it follows.

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AN EVALUATION OF THE INTERN-STUDENT TEACHER PROGRAM

at the
School of Education
University of Massachusetts

Second Semester, 1970-1

Elizabeth C. Proper
October, 1971

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Basic Programs

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*These materials along with the first semester evaluation will be available in the workroom provided for the NCATE visiting team.

INTRODUCTION

During the first semester of the 1971-72 school year the Director of Field Experience and professors from each of the four elementary methods courses (reading and language arts, science, math and social studies) at the School of Education, University of Massachusetts at Amherst participated in an operationalization of fuzzy concepts (method developed by Dr. Hutchinson of the school) through which they worked on defining the goals which they had for their programs. The resultant material upon which this evaluation was based is included with the evaluation report of the first semester.

One of the major purposes of the evaluation as initially stated was to ascertain what differences existed between student teachers and interns. During the second semester there were no elementary student teachers, that program having been phased out. In most of the areas examined, there was little difference between any of the groups: elementary interns, secondary interns and secondary student teachers.

Three evaluation sessions were scheduled: beginning of the semester, mid-semester and end of the semester. At the first session, the practice teachers were administered The Massachusetts Philosophical and Educational Beliefs Inventory developed by Dorothy M. Freimarck of the University of Massachusetts. At the second session the questionnaire used was based on specific goals. At the final session, two scales, Budner's Intolerance of Ambiguity and Rokeach's Dogmatism, were administered. Also at the final session, various members of the School of Education's Administration and professors from the undergraduate program met in small groups with the practice teachers to discuss suggestions which the practice teachers had been requested to bring with them to the session. The Report on Suggestions for Program Modification which resulted from these session is included in the appendix. Prior to the final session, two questionnaires, one for the cooperating teachers and one for the practice teachers, were distributed by the supervisors. These questionnaires were to be returned at the time of the final evaluation session.

Of the four hundred and fifty six practice teachers who were listed as participating in the program at the first of the semester, three hundred and sixty four (150, 182, 32)*participated in the mid-semester evaluation. Specific instructions were given on the instrument as to how each question was to be answered. In general, the practice teachers were asked to always respond to questions dealing

*Numbers or percentages in parentheses: (elementary, secondary interns, secondary student teachers).

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with attitudes and were asked to respond to factual questions only if they thought that they knew the answer. Nonresponse to questions which were supposed to be answered by everyone was about two percent. Nonresponse to factual questions ranged widely, but was very close in most instances to being the reciprocal of the percentage of correct response. For this reason, in this report when the questions from the mid-semester session are being discussed, they will usually be discussed in terms of percentages. However, due to the less than total response to the other questionnaires, items from them are discussed in terms of persons who actually answered in specific ways.

The practice teacher and cooperating teacher questionnaires were distributed through the supervisors who were requested to give them to the cooperating teachers. Each cooperating teacher was asked to observe a lesson taught by her practice teacher on a specific day. These days were randomly assigned during the first ten school days in May. Some of the questionnaires were returned blank with the information that those practice teachers had already completed their practice teaching experience prior to the time scheduled for the evaluation. Four kindergarten questionnaires were returned blank with the notice that they did not apply at that level. Four of the off campus programs did not return any completed questionnaires (Ramah, Temple City, Parkway, England); two returned only two or three single questionnaires (Marin, Patterson). Responses returned by the cooperating teachers included a small minority expressing particular concerns regarding the use of a general questionnaire. These responses ranged from one in which the teacher felt that the form was an imposition to one in which the teacher explained in detail why the form was not appropriate for his particular type of class, a reading lab, and then went on to detail his student teacher's performance, which he considered superb. The main concerns of those expressing such appeared to be twofold: first, the goals of the program, or at least their particular goals were not apparent from the questionnaire, second, the nature of the questionnaire, being general in order to encompass a wide range of situations, lacked sufficient application to their particular circumstances.

Three hundred and seven (129, 138, 40) participated in the final session.

SPECIFIC GOALS EXAMINED

Candidate is effective in facilitating learning (FI)

Audio-Visual

One aspect of being effective in the facilitation of learning is the ability to present materials in various ways, one of which might be audio-visual. A list of audio-visual equipment was generated through an open-ended questionnaire during the fall semester and submitted to the practice teachers at the mid semester evaluation. They were asked to indicate:

- 1 - if they felt competent to operate the item
- 2 - if they had operated the item but did not feel competent
- 3 - if they had never operated the item.

A listing of the specific items and the percentage of responses under each category is included in the appendix. The elementary interns (ei), secondary interns (si) and secondary student teachers (ss) did not differ enough to allow for a specific breakdown into the three sub-groups. Statements of competency ranged from a low of 08% for the slide maker to a high of 74% for the ditto. Other items with relatively high indications of competency included the mimeo (67%); the tape recorder (reel-67%, cassette-70%); and various projectors (film-53%, slide-71%, opaque-49%, overhead-66%).

Forty two of the 85 ei, 30 of the 100 si, and 5 of the 26 ss who responded to the Practice Teacher Questionnaire indicated that they had operated more than three different pieces of audio-visual equipment during their practice teaching experience. Thirty five ei, 59 si and 18 ss indicated that they had operated between one and three different pieces. (PT 18)

Classroom Management

A second aspect in the effective facilitation of learning was identified as classroom management. Because this factor would be heavily influenced during the practice teaching period by the cooperating teacher, it was decided that in addition to looking at various events in the classroom, the practice teachers should be asked what their attitudes were in the area. It is recognized that this type of question brings with it many possibilities of biased response; therefore, the answers must be examined cautiously. Sixty nine percent of the ei, 51% si and 41% ss indicated that they would allow the children to talk as long as a certain noise level was not exceeded. Seventeen percent ei, 42% si and 44% ss indicated that students would be allowed to speak without being recognized as long as no one else was speaking. The difference in response between the elementary

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and secondary groups probably reflects in part the tendency for elementary classes to have different activities occurring simultaneously and secondary classes to be structured around one subject area.

The cooperating teacher was asked the method used by the practice teacher in taking attendance. Fourteen ei, 10 si and 1 ss were reported to call the roll and have the pupils respond; forty seven ei, 59 si, and 17 ss were reported to take attendance while the pupils were engaged in another activity. These groups are not necessarily mutually exclusive. (CT16)

The cooperating teacher was asked to estimate the percentage of time spent in standing or walking about the room. Approximately 19% indicated that the practice teacher does so 50% or less of the time, while 27% indicated that the practice teacher does so 99% of the time. (CT18)

Percent Class in Attendance for a Given Lesson

Seventy six percent (69%ei, 79%si, 89%ss) indicated that they taught the particular lesson to 100% of the class at that particular time. The remaining 24% was evenly distributed over the range of 10 to 98%. Of those who had not presented it to the entire class, 42% had previously presented the objective once, 27% twice, and 25% more than twice. Approximately the same number expected to present it the same number of times in the future. (PT 3,4)

Basis for Student Participation in Lesson

Seventy five percent of the 147 responding to the question, indicated that the lesson was either compulsory or that all needed it at the time given. One elementary intern indicated that student choice was the method of deciding who should take part in that lesson; nine percent indicated that previous work by the students was used as the criterion as to whom should be presented the particular lesson. Fifteen percent indicated that previous work determined who participated. (PT 5)

Number of Different Methods Used

Forty five percent of the 205 responding to the question indicated that one method was used to present the lesson. Thirty six percent indicated that they used two methods for presentation within the given lesson; 19% indicated that they used more than two methods. (PT 8)

Textbook Usage

Of the one hundred (36, 49, 15) practice teachers who indicated that a text book was used during the teaching of the lesson, 33 (15, 15, 3) stated that the pupils took turns reading from it. Another 29 (10, 14, 5) indicated that selected passages were read aloud from the text during the lesson. (PT 7)

Thirty two (6, 19, 7) of the cooperating teachers indicated that three or more references to text book material were made without giving

opportunity for students to look at the reference. (CT 2)

Beginning of Lesson

Twenty five percent of the 205 cooperating teachers responding to the question indicated that the practice teacher began the lesson by questioning for understanding of concepts; 27% by a direct reference to the text or other material being used in the lesson, 16% by a questioning for facts, 16% by questions designed to elicit information regarding pupil's prior knowledge other than a review of previous material. (CT1)

Map or Globe Work

Of the thirty two who indicated that map or globe work was involved in the lesson, 16 indicated that current events were discussed in conjunction with the work. (CT 3)

Subject Integration

One hundred and one (41, 47, 13) indicated that their lesson crossed subject lines. (PT 9)

Daily Life Integration

One hundred twenty six (61, 56, 9) indicated that the student's daily life was integrated into the lesson, with 86 (40, 37, 9) being specific as to how it was integrated. (CT 4)

Post Lesson Discussion

Fifty five percent of the cooperating teachers reported that the practice teacher discussed with her after the lesson the appropriateness of the objectives, methods and materials which were used in the lesson. (CT 5)

Independent Study

Forty nine (23, 22, 4) indicated that students were involved in independent study after the lesson; they reported a total of 76 individual students and 21 small groups (as separate from individual students) involved. (PT 10)

Homework

One hundred twenty one (19, 82, 20) indicated that they assigned homework on a class basis at least some of the time. Sixty four of those indicated that they did so 100% of the time on the class basis. Twenty three indicated that they did so on the class basis 50% or less of the time. (PT 16)

Forty two indicated that they assigned homework on a group basis (probably in addition to the other bases); 67 indicated that they assigned on an individual basis some of the time with 13 (9, 2, 1) saying that they

always assigned on an individual basis and 20 more saying that they assigned individually at least 50% of the time.

Test Construction

Of the 159 practice teachers responding to the question, 104 (28, 63, 13) reported that the practice teacher made up the last test, 25 (8, 12, 5) that the practice teacher did so in conjunction with the cooperating teacher, 14 that it was taken from the book. (PT 12)

Assessment of Objectives

When asked how they would ascertain that the objectives of the particular lesson were met, 94 (23, 51, 20) responded that they would do so through a quiz, 80 (32, 36, 12) through discussion, 17 (11, 6, 0) through demonstration, 122 (54, 53, 15) through written book work. In most cases, more than one approach was planned. (PT 11)

Time of Testing

Seven percent of the 165 responding to the question reported that testing is done at specific intervals during the semester (options 1, 4, 8), 52% at the end of a chapter, 10% at the completion of an assignment, 23% at the completion of a concept, 6% when the pupils are ready, 2% that no tests are given. (PT 13)

Test Copy

Seventy (18, 42, 10) submitted a copy of a test. Five had made changes on the test; of the 59 that it was possible to ascertain, 45 were teacher made; the remaining 14 being book forms or combination book and teacher forms. (PT 14)

Self Tests

Eighteen (11, 7, 0) included copies of self-tests which they made available to their students. (PT 15)

Test Usage

One hundred twenty three (47, 58, 18) cooperating teachers indicated that their practice teachers had discussed the previous test's results with them. One hundred forty six (51, 73, 22) did so with the pupils as a group; one hundred and twelve (39, 58, 15) spent at least five minutes with at least one pupil going over his individual test. (CT 6)

Written Comments

Seventy two (39, 27, 6) practice teachers made between one and three written comments on an average on individual student projects. An additional 86 (27, 47, 12) made more than three. Twenty two (10, 11, 1) indicated that they had not had individual projects turned in to them during their practice teaching experience. (CT 7)

Individual Diagnostic Conferences

Conference lengths indicated ranged from 1 to 60 minutes with approximately 50% of them lasting more than 5 minutes and 50% 5 or less minutes. The largest number of conferences were reported in reading and English (49, 8, 2) followed by math (35, 10, 2), social studies (10, 14, 3), science (9, 10 3) and other (10, 9, 2). CT 9

Eighty eight (70, 15, 3) cooperating teachers indicated that the practice teacher had spent at least five minutes discussing a particular student's work in reading and or language arts that day. (CT 10)

Goal Development in Reading and Language Arts

Forty elementary and 9 secondary interns indicated that they were involved in developing goals or objectives specifically for or with individuals or small groups of students in reading and language arts. Eleven of the 40 elementary interns indicated that they had been so involved for one set of objectives; 12 for two or three sets of objectives; 10 for four through seven sets of objectives; 6 for nine or more sets. For the secondary interns, 5 of the 9 indicated being involved for one set; 3 for two or three sets; 1 for four sets.

Slightly more than half of the 40 elementary interns and 9 secondary interns indicated that the objectives were developed for individual students. Eleven of the elementary and the remainder of the secondary (4) indicated that they were developed for from two to five persons as a small group. (PT 17)

Candidate presents positive teaching behaviors (FII)

Various components of positive teaching behavior were identified by the decision makers. Some of these components were amenable to evaluation at this time and are listed below.

Professional Improvement through Reading

A relatively small percentage (16%, 4%, 0%) were aware that the Mass. Teacher and Today's Education are available at no charge to the School of Education student body. Approximately 3% identified regular features in the two journals. (Non-response to the five items on the questionnaire ranged from 70 to 94%.) In part the response to this question reflects the amount of physical movement which the undergraduates have within the school as these magazines are usually available in the lounge.

When presented a list of twenty three professional journals which was developed through an open-ended questionnaire the previous semester, approximately one third (31%, 43%, 34%) indicated that they had not found any of the journals listed to be of more than medium interest.

Slightly more than one fourth (30%, 25%, 21%) found three or more professional journals to be of more than medium interest.

One hundred seventy five cooperating teachers (66, 87, 22) indicated that their practice teachers discussed material from current literature with them. One hundred forty four (52, 71, 21) indicated that the practice teacher had brought in such material to share with her. (CT 12)

Asked if they discussed current education issues beyond course requirements, 36% indicated that they did so a couple of times a month, 36% three or four times a semester, and 32% indicated seldom or never.

Questions were presented in an attempt to ascertain familiarity with items appearing currently in the popular press. Thirty six percent identified Crisis in the Classroom as a recently released and published report; 31% identified its author. Thirteen percent (18%, 9%, 13%) identified the phrase voucher system; 7% the phrase performance contracting. A question more closely associated with the School of Education than the popular press, the associating of the term performance criterion with the term instructional alternative was correctly responded to by 18% (39%, 5%, 0%).

Attendance at Lectures or Scheduled Activities within the School of Education which are designed in part to lead to professional growth

Eighty percent (76%, 80%, 97%) indicated that they were not aware of the Graduate Colloquia held the previous semester. Sixteen percent indicated that they were aware but did not attend. The response concerning the two previous modular credit weeks was somewhat better. Thirty eight percent (56%, 20%, 12%) indicated that they had attended more than one session. Forty four percent (27%, 55%, 56%) indicated that while they had not attended any sessions, they were aware of them; only 8% indicated that they were not aware of them at all. It appears, as one might expect, communication between the School of Education and the elementary interns is better than that between the School and the secondary interns or student teachers, and that it is worst with the secondary student teachers.

Political Concern specifically in terms of Education

The practice teachers were asked with whom they had discussed views of political candidates prior to the previous fall's election. Forty three percent indicated that they had discussed such with School of Education students and/or teachers as well as with relatives and/or friends. Fifty eight percent indicated that they had not discussed such with School of Education students and/or teachers. Forty nine percent had, however, discussed such with others.

Regular Attendance at School Committee Meetings

Forty nine percent thought that teachers should attend school committee meetings regularly, 45% occasionally, 6% never.

Familiarity with Teachers' Organizations

Two percent knew that the name of the president of the local education club was not listed on the questionnaire. Twenty percent correctly identified the local Education Club's national affiliation as the NEA. Twenty three percent identified the Kappa Delta Pi as the honorary education society.

Knowledge of State Certification Rules

Fifty eight percent knew that one has to be a United States citizen to be eligible for Massachusetts certification. Twenty four percent knew that one does not have to take a course in Methods and Materials for state certification. Twenty four percent (19%, 30%, 9%) knew that one does not have to take a course in Educational Psychology for state certification.

Knowledge of National Policy

Seventeen percent (26%, 12%, 3%) identified Title I as the source of funds to provide remedial instruction for deprived children; 7%, Title III as the source of funds for development of innovation; .5%, PACE as the acronym for Title III; 7%, Title I as being administered by and applied for through the state government.

Thirty two percent knew that Eliot Richardson was the current Secretary of HEW; 3% knew that the current head of USOE was not listed among the alternatives provided.

Interaction with Other Persons to Gain Information

The practice teachers were asked to indicate to whom they would go under certain circumstances. Approximately 30% (43%, 23%, 16%) indicated that they would make their major presentation for major curriculum change to the principal; 20% (17%, 21%, 25%) indicated the school board.

Forty six percent (48%, 47%, 34%) indicated that they would send official letters of resignation to the superintendent; 18% (21%, 14%, 3%) indicated the school board.

Sixty six percent said they would request permission for an outside speaker from the principal. Twenty percent (19%, 22%, 9%) stated that they would not ask the principal, superintendent, or school board.

Eighty one percent stated that they would send letters of application to the superintendent.

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Sixteen percent indicated that they would speak to the principal about difficulties with windows within their classroom. Seventy four percent indicated that they would speak to none of those listed (probably indicating that their choice would be the janitor).

Examination and Use of New Material

The cooperating teachers indicated that 124 (52, 57, 15) practice teachers had discussed new material with them on the day of the evaluation. One hundred twenty four (58, 54, 12) had discussed new methods. (CT 11)

One hundred sixty three (75, 75, 13) cooperating teachers indicated that their practice teachers had requested permission and used new materials and methods in the class which the practice teacher was not aware of the cooperating teacher ever having used. (CT 13)

One hundred seventy six (78, 74, 24) cooperating teachers indicated that the practice teacher had followed some of the ideas the cooperating teacher had specifically suggested during the previous five days. One hundred forty four (66, 59, 19) indicated that her practice teacher had incorporated fifty or more percent of the ideas specifically suggested. (CT 14)

One hundred five (39, 49, 17) cooperating teachers indicated that they had seen their practice teachers examining textbooks other than the ones being used in the class between one and five times. Seventy two (36, 29, 7) cooperating teachers indicated more than five times. (CT 15)

Sixty five (33, 24, 8) practice teachers indicated that they had sent for in the mail and subsequently used material in the classroom. (PT 19). One hundred thirty eight (60, 59, 19) indicated that they had brought auxilliary material into the classroom for use within the previous five days. (PT 21). Eighty nine (54, 27, 8) indicated that at least one pupil had brought something into class voluntarily to share with the class on the day of the evaluation. (PT 22)

Of the 92 (65, 23, 4) who had taught reading in the previous five days, 28 (27, 1, 0) had used four or more different types of material. (PT 20)

The Candidate Utilizes her Knowledge of Social Issues of the Day (SSI)

One measure to ascertain the practice teacher's knowledge of current social issues was a series of five questions about topics discussed in the newspapers and on radio and television during the month preceding the evaluation at midsemester.

Sixty three percent identified the postal workers as just ending a major strike in Britain. Thirty two percent identified the governor of California as the one who had said that he was going to throw welfare out of his state. Nine percent identified the Sudan as the country over which the USA and Russia were locking horns indirectly in a new African civil war. Twenty four percent identified Britain as the major country which had just instituted severe segregation rules for immigration. Twenty seven percent identified Poland as the country with which Brandt had just signed a treaty.

The practice teachers were presented a list of forty nine non-professional magazines which was developed from an open-ended questionnaire administered the previous semester. Eighty percent (83%, 85%, 69%) indicated that they read at least half of most issues of at least one of the magazines. Forty percent indicated that they read at least half of most issue- of at least four magazines. (A more complete breakdown may be found in the appendix; a listing of the magazines will be found in the mid semester questionnaire.

A concern was indicated by one of the decision makers that the practice teachers be willing to use controversial issues in the classroom. Two questions were posed, one concerning the game of craps, which was not considered by the evaluator to be a controversial issue, but was designed to provide some base line data, the other concerned sex education. While ten percent considered that the game of craps was not an example which would be appropriate for discussion when teaching the concept of probability, seven percent indicated that they would not handle a student initiated controversial subject in the area of sex education.

RECOMMENDATIONS

With a program as large and diverse as that at the School of Education there are many different types of goals being sought by different people. This evaluation was designed to fit the needs of the Director of Field Experience and the elementary methods professors. However, as the evaluator interacted with the supervisors and cooperating teachers, it became apparent that the goals of the Director of Field Experience and the methods professors were not always shared by the supervisors and the cooperating teachers. This resulted in at least one case in the supervisor absolutely refusing to allow his practice teachers to participate in the evaluation.

The likelihood of goals becoming even more diverse as there are more different programs for undergraduate education within the School suggests that each of these programs should develop its own goals, explicitly state them, and evaluate such. Then, within the larger framework, if a necessity is seen for keeping abreast of what each of the programs is doing towards achieving its goals, copies of the individual evaluations would be available. The other alternative, which would be evaluation of all of the programs at once, would result in much generality and very little specific feedback. If the goal of evaluation is to provide information which the individual decision makers can and will use, then, the evaluation should be designed for the individual decision makers. An evaluation of all of the programs would not provide this type of information.

As a result of initial conceptualization, the evaluation was seen as an evaluation of the final product, the teacher in her classroom. Because it was impossible to evaluate the candidates in their own classrooms, it was decided to evaluate them while they were doing their practice teaching. It is suggested that in future evaluations, that not only the long range goals be developed, but that short range ones also be examined. An evaluation of long range goals, such as what the teacher does in her classroom after graduation, may help in long range planning, but it is probably of little assistance to the decision maker within any given semester or even within any given year. If evaluation is to be beneficial to the teacher education program at the school, it must provide information which the decision makers use. In order to do that, those decision makers must decide what type of information they need as they plan and run their various programs.

Chapter 4: Evaluating Graduates from
Basic Programs

Report on

Suggestions for Program Modification

Final Evaluation Session
May 18, 1971

Compiled from written remarks of practice teachers

Elizabeth C. Proper

Suggestions for program modification - Secondary

methods prior to intern experience
 intern observation of interns
 course in values and discussion of various approaches taken concurrently
 supervisor discussions with groups of interns
 more courses required in education for secondary students
 more observation
 place to go to obtain information about teaching
 more than two observations in prepracticum
 History of Education deleted as a requirement
 course in which teachers from different schools could speak
 more orientation prior to classroom experience
 training before senior year
 orientation between school of education and cooperating school
 closer interaction between intern and supervisor
 more guideline type of material in methods courses
 deletion of methods course and supplementation with more observation
 Classics dept. program worked very well
 less than full time demanded in student teaching to allow time for homework
 option to take course on curricula rather than History of Education
 on the job training after graduation rather than interning
 less theoretical, more practical methods
 work in sophomore, junior and senior years
 off campus observation by junior year
 less sterility in education courses
 specific suggestions from supervisor
 specific suggestions not vacation as far as cooperating teacher is concerned
 lower class load on interns
 methods for handling discipline
 methods other than during semester of interning
 opportunity for intern discussion on various methods
 in depth analysis of lesson plans
 bag of tricks before interning
 instead of microteaching, one opportunity to teach a real class
 session on helping students know where to apply for teaching positions considering
 student's particular interests and position availability
 information on what various state certification requirements are: neither
 School of Ed. nor Placement could help
 more personal treatment: folder lost twice; lack of information regarding
 certification requirements
 more communication between School of Ed. and interns; we are off campus most of
 courses pertaining to teaching of ISCS, IIS, ESCP, BSCS, IPS, etc.
 more cooperation with rest of university
 intern in junior year instead of senior year
 methods less philosophical, more practical
 experience in more than one classroom, more than one school, more than one area
 Methods in History is not appropriate for Psychology teacher
 too long questionnaire at mid semester unless we receive information through
 courses on how to answer; such as available material
 need qualified supervisors for all fields, especially Russian.
 need better counseling at lower levels for secondary ed. majors
 prepracticum was a help, but needs to be amplified
 improved secondary math methods
 week of workshops at mid point in interning to discuss problems with other interns
 delete social studies methods
 course involving weekly field experience from sophomore year on

Suggestions for program modification - secondary (cont.)

clearer description of duties of interns to administrators
introduction to journals
more observation in schools
cooperating teachers chosen with more care
delete prepracticum
improve communication between School of Ed. and individuals
delete evaluation meetings
more working with students
information on teacher as a professional
information on role books, lesson plans, etc.
do not ignore individuals
for Art K-12 certification: three five week periods at each level
more methods and materials prior to interning
at least two interns in each school
shorten intern experience
methods excellent
more attention to grammar, less to literature in foreign language courses
individualize to area evaluations
when supervisor and cooperating teacher disagree on method, intern should be
able to choose one rather than have to do both
more emphasis on methods of discipline and motivation; otherwise, excellent
serious methods before interning
explicit statement of expectations of interns
more orientation as to what a teacher is
fewer than four different preparations in intern experience
Mike Minor's program looks like a good idea
good to go to sixteen instead of eight weeks
more emphasis on methods before entering school system
School of Ed. straighten out clerical procedures
School of Ed. straighten out programs
more observation of interns teaching and discussion with same
student teacher methods offer suggestions on new science curricula
more insight into practical side of teaching
more practical course than foundations
help in discipline
help in lesson planning, behavioral objectives, practicalities
need strength training
study and practice with different curriculum projects
training with AV
practice with and understanding of open classroom
practice with methodology of asking questions
exposure to ed. journals
period of observation and experimentation with teaching before interning
experience with exam writing and correcting
experience with handling discipline
ways to correct traditional education
clearer definition of tentative placement as intern
split methods before and after interning
practical methods taught by school teachers
split methods before and after interning
better communication between School of Ed. (Office of Field Experience)

Suggestions for program modification - secondary. (cont.)

better methods before interning
check out schools and teachers before accepting
more information on lesson plans, tests, etc.
information on AV
delete foundations
course stressing discipline problems
course stressing texts currently being used
more micro teaching
exam courses in related field
very long, but interesting field experience
more resources made available to practice teachers
micro teaching mandatory
delete foundations
you have a good supervisory program
sixteen weeks a good idea
better communication between school systems and School of Ed.
have a good experimental program at South Hadley High
more classroom observation before student teaching
more materials and methods books for art student teaching
better communication between School of Ed. and Art dept. (Sidney Poritz is except
better methods preparation in art, especially in terms of younger children
more field work before interning
better communication with other depts. with education and other depts. team teach
evaluation by mail
orientation at schools
more cooperation between Spanish dept. and School of Ed.
micro teaching was extremely helpful
make number of credits for interning more realistic
too much required of interns
need more attention from supervisors
sixteen weeks too long
more visits from supervisors
preparation for discipline problems
delete Ed. 251
micro teaching very helpful
supervision once a week, half hour talk each time
sixteen weeks too much
no comment - whole program stinks
need to work with kids in schools long before senior year
need to tell those who lack aptitude for teaching that they lack it and cannot
be certified
intern visit class previous semester to become acquainted with cooperating t.
supervisor spend more time in class
delete methods
more specifics on lesson plans, expectations, etc.
information on requirements in different states immediately available
U Mass should raise its ed. requirements to meet other states
more methods and techniques in math
see more of supervisor
evaluation sessions served to alienate - hate multiple choice questions
methods before rather than during internship
methods should include lesson planning, classroom discipline, role of
administration and faculty, alternatives to traditional methods
a week or two of seminars following internship to determine what went right
or wrong

Suggestions for program modification - secondary (cont.)

see supervisors more often
screen cooperating teachers to determine their objectives and values in having
an intern
more information on how to maintain a useful learning environment - discipline
how to determine realistic goals for the class, etc.
greater emphasis on day to day realities of classroom
total involvement of whole school
more complete independence
more after school and before school conferences for planning and evaluation
more information about basic school system operation unrelated to specific topic
more experience and knowledge with different behaviors and personalities
preparation as far as subject matter goes
preparation inadequate in area of teacher and pupil relations
disorganization of School of Ed. a hinderance and frustration
a clear concise program of alternatives needed
better information network to tell students of changes is needed
one semester experience of student teaching not enough; need experience over four years
groups discussion, workshops for evaluation at the university during semester
allow more flexibility in the classroom
interns should be paid for their work
need a practical methods course in specific subject area
sixteen week program valuable
more preparation and involvement prior to field experience
have area teachers talk at U. Mass. about subject area
have students gain more short term experiences
allow interns to sign up for Merrimac Valley program as early as other interns sign up
teachers in methods course helpful
better information system about mod. credits, changes and meetings
encourage dealing with people rather than students
Mr. Juday's methods course was invaluable, but methods needed before practice teaching
delete Foundations of Education
expand courses such as Strength and Sensitivity training
take more care in matching intern with cooperating teacher
internship was exceedingly worthwhile
methods course would not be "cram, cram, cram"
methods course gave opportunity to air gripes and moral support
place greater responsibility on intern to supply discussion material in methods
practice of assigning two cooperating teachers to one intern should be given
careful consideration before it is done because: more should be known about
cooperating teachers' philosophies, they may be in sharp conflict with each other;
two teachers means twice the number of classes with less time for teacher-intern
conferences; task of planning two different units simultaneously too much
if problems exist, intern should be allowed to change systems
teacher preparation should begin in freshman year
methods classes should be geared to actual problems and sharing of problems
methods courses should be before student teaching
more books such as Art Learning Situation for Elementary Education (Warren h. Anderson,
Wadsworth, 1969) and Emphasis: Art (Frank Wachowiak and Theodore Ramsay,
International Textbook Co.) should be used in methods courses
have educators speak at methods courses
have intern teach one half semester in elementary and other half in secondary
more care in giving practice teaching assignments
greater familiarity with resources available in particular schools - should be
responsibility of cooperating teacher
more supervision and feedback from qualified adults
more aid in use of media

Suggestions for Program modification - elementary

micro teaching most beneficial
more emphasis on use of methods
intern experience divided over two years
need two reading methods courses
more science methods should be offered
course designed to deal with discipline
in general, the teacher preparation program is ok
intern before senior year
need methods in art, music, games.
need more preparation in social studies, languages, reading, etc.
need ideas for bulletin boards, art, etc.
need more practical courses
need improvement in supervision, more times especially
sixteen weeks too long in one classroom; need rotation, especially when only
working in one subject area
methods emphasis on practicalities, especially in math
intern in a couple of different kinds of schools
more practical methods, especially in reading and social studies
quickie methods in art or music
discipline and motivation should not be ignored
supervision more often and longer at a time - and practical discussion with same
sixteen weeks too long, too much strain on cooperating teacher
mandatory methods before interning
the supervisory system is good; possibly make it more frequent
sixteen week program is very good
supervision needed more often
more constructive criticism by supervisor
supervisors should visit at least once in two weeks
supervision by person who knows area being supervised
supervisors come perhaps once a month for a whole day
need methods in use of various approaches to teaching reading and language
arts as well as summary of them
need unit method help in social studies
need greater emphasis on unit development in Science
need relevancy in education courses
need better supervision
need two week observation period
sixteen weeks too long
more practical methods courses, especially in language arts and social studies
course in children's emotional problems
course in learning disabilities
need more practical reading and social studies methods
course in curriculum was most applicable
more experience working with children prior to going on block
methods before interning
interning before last semester
relevance needed in education courses.
math, reading and social studies need restructuring in objectives.
foundation, in which I spent class hours at Belchertown teaching and keeping a
journal was very rewarding.
Education of the Self and Strength Training were good courses and valid
delete Principles of Educ.
more modular credit and practical experience in classroom
make sure you are in a position from the start where you will be certified. I
was told on Monday of my sixth week of eight weeks of student teaching that
I must change placement or not be certified

Suggestions for Program modification - elementary (cont.)

more work on writing objectives, lesson plans
opportunity to observe classrooms in freshman and sophomore years
opportunity to look over elementary text books before practice teaching
more reading about current ideas on education
some study of subjects taught on elementary level
more emphasis on how to teach in methods courses
course on effect of socio-economic levels of town on educational system
information on setting up a good parent conference
more practical math and social studies methods
something dealing with parent conferences
preparation in dealing with the staff
microteaching should be expanded
interning before methods
more actual work with children in schools
methods courses greatly amplified and structured to fit classroom
the course in AV was helpful
methods geared to low elementary grades for those interested in k-6
more time for supervisors with interns
need a reference form after eight weeks for those in spring semester applying for
jobs
need courses on art, music, etc.
need sources of material
abolish methods, institute second interning experience
amplify supervisory program
more practical methods courses
course reaquired in discipline-handling of problems
course in brainstorming where students get together before practice teaching
and take a subject area and think up all the ideas they can and make lists
need a course in AV
more supervision
8 weeks of methods not enough - teacher certification program
it did not hurt not having methods first, but it would help to have at
beginning of semester a packet containing:
How and why to make a lesson plan
Masha Rudman's Scrounge List
List of available films
List of "idea" sources
Names of various resource people
more intern meetings together with supervisor
evaluation of specific areas rather than overall
time in both structured and unstructured climates
methods should be geared to levels of interest
more doing, less theory in methods
more close work with cooperating teachers by supervisors
more emphasis on different types of schools in which to be placed
more lists of things available from U. Mass.
field experience for freshmen
supplementary resource methods after interning
full time supervisor
video taping of everyday classes rather than model lessons
someone to air daily problems with
more time in methods spend on use of many alternative materials and texts
time on diagnosing learning difficulties and alternative ways of grouping
more formally planned observation of different grades

Chapter 4: Evaluating Graduates from
Basic Programs

Suggestions for Program modification - elementary (cont.)

more time devoted to ways to write lesson plans, formulate objectives
preparation to cope with philosophy of school of education and reality of
classroom

methods should give more practical experience with subject area
need methods before interning

should be able to choose cooperating teacher

the Goldhammer method helps facilitate better understanding with cooperating teacher

16 weeks is good

more than one field ~~experience needed~~

science methods was good

reading methods needs some additions

16 weeks is good

more supervision is needed

Chapter 4: Evaluating Graduates from Basic Programs

The above evaluation is an in-depth study of our students in teaching situations. While a similar study would prove more meaningful if it were done on teachers in their actual jobs, the logistics and financial aspects of such a study have proved to be too difficult to be feasible at this time. Many of the recommendations found in this evaluation have already been implemented in the TPPC programs; however, the results are still under study and will be used in conjunction with future evaluations not yet under way. The next step in the utilization of this evaluation will be to utilize the test design to determine how the results will change as a consequence of the formation of the TPPC. It is our belief, to be tested, that the results will be very different and very positive.

Other Follow-Ups on Graduates As They Enter Into Their First Teaching Jobs

The University Placement Office, the Alumni Office and the School of Education have tried a variety of methods to procure meaningful information on our graduates after they accept their first teaching job. Three basic methods have been used to procure this information: (1) written questionnaires, (2) visits to school, and (3) phone call follow-ups.

Written Questionnaires

We have tried to get information on our graduates by sending written questionnaires both to students and to principals of schools. In both cases the response has been so small that the data cannot even serve as a sampling. In consulting with other universities that train teachers we discovered that they too have tried many written questionnaires with little success. An example of two of the questionnaires used in the past follows:

CAREER PLANNING & PLACEMENT SERVICE . Basic Programs
239 WHITMORE ADMINISTRATION BUILDING
UNIVERSITY OF MASSACHUSETTS
AMHERST, MASSACHUSETTS 01002
(413) 545-2700

In order for your Placement Service to function efficiently, it is necessary for it to utilize updated information and be cognizant of your current status.

Our records indicate that you have been an active candidate for a position in education. If you are still actively seeking a position, please complete the form below and return it to this office by the indicated date*. Failure to do so will cause your availability card to be withdrawn from the active file.

If you have accepted a position or have had a change of plans, would you be so kind as to indicate same on the back of the form and return it to this office to be properly noted in your folder.

If information supplied on your placement credential forms is no longer valid, please request new forms when you return the below form. Also, additional recommendation forms will be supplied upon request to update your references.

If we can be of additional assistance to you now or in the future, please feel free to contact us either in person or by telephone.

Thank you in advance for your cooperation.

*

Robert C. White
Educational Placement Officer

Date: _____

UNIV. OF MASS.
PLACEMENT OFFICE

PLEASE PRINT

REGISTRATION CARD

Name: _____
Last First Initial

Current Address _____
& Tel. No. _____

Permanent Address _____
& Tel. No. _____

Desired Position _____ Level _____

Date Avail. _____ Anticipated Length
of Stay _____

Education: Bach. Yr. _____ Inst. _____

Mast. Yr. _____ Inst. _____

CAGS/Doct. Yr. _____ Inst. _____

Present Position _____ Salary _____

Other Skills/Experience _____

Geographic Preference _____

mailed to the Registrar so that your records can be changed?

(If single) I plan to marry shortly after graduation.

Yes
No

Have you been accepted by a graduate school?

Yes

No

What type of graduate school?

== Arts & Sciences
 == Business
 == Dental
 == Education
 == Law
 == Medical
 == Other (Specify)

Do you plan to attend graduate school?

[illegible]

Have you received financial aid other than loans from this grad. school?

Yes
No

I definitely plan to enter military service shortly after graduation by means of:

Commission
Draft
Enlistment

Branch of service
(if known):

- ☐ Air Force
- ☐ Army
- ☐ Coast Guard
- ☐ Marines
- ☐ Navy

I do not plan to enter military service due to the following:

☐ Conscientious

Objector
Deferment-family
hardship

Deferment-
occupational

Deferment-
student

Physical Disability

☐ Veteran
☐ Other (Specify)

INFORMATION
Title of position accepted:

Are you registered with the Placement & Financial Aid Service?

☐ Yes ☐ No

Do you plan to accept full-time employment within the next 12 months?

Yes ☐ No ☐

If you have not accepted a position, do you wish to be nominated for ones which you qualify?

Yes ☐ No ☐

If you are not planning to accept full-time employment for a reason other than graduate study or military service, check one of the following:

Travel

Marriage

Other (Specify)

Salary - fill in one only

Salary - fill in one only

DO NOT WRITE IN THIS SPACE

STUDENT NUMBER

SEX

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Chapter 4: Evaluating Graduates from Basic Programs

Even though we did not get enough answers to our questionnaires we do feel that we received enough of a sampling to determine that too few students take advantage of our placement service and we are actively taking measures to involve the students with the placement office early in their schooling by means of meetings, publications and advising.

In order to receive some basic information from employers we have tried to use an easy-to-answer, concise questionnaire developed by the New England Association of School College and University Staffing. The results from this questionnaire are not yet complete and though they are still slowly coming in, we expect some meaningful results by the end of the year. The questionnaire follows:

N.E.A.S.C.U.S.

New England Association of School, College, and University Staffing

CREDENTIAL COVER FORM

CONFIDENTIAL

Date:

From:

To:

This file is: Active and Information Is Up To Date _____
Inactive and Information May Not Be Current _____

The confidential placement credentials of: (Name and Year)

are attached per your request. (NOTE: Non-confidential recommendations may be included herewith and will be so identified. Nonetheless, the entire credential is to be treated as confidential material). When the candidate is no longer being considered for the position for which he applied, please return the credential to the Placement Office.

Official transcripts of academic records are issued by the Registrar's Office only at the request of the candidate. A "Placement Office Copy" of a transcript may be included in the credentials if it has been so requested by the candidate.

(Please fill out and return the postage-paid card below.)

Name of Candidate: _____

Bachelor's Degree _____
Graduate Degree _____ Year _____

Please complete the following:

Candidate not selected _____
Candidate selected but did not accept _____
Candidate employed _____ Beginning Date _____
Salary _____ Position _____
Comments _____

Name of Employer: _____

Name and Title of Official: _____

Date: _____

Chapter 4: Evaluating Graduates from Basic Programs

Visits to Schools

The most successful method we have of following-up on our graduates is by visits to the schools where we place student teachers and student interns. For the most part the supervisors are doing the follow-up as an informal part of their public relations with the administration of the school they are visiting. Most of these schools have University of Massachusetts graduates who have been hired as a result of their student teaching at that particular school or who have taught at other schools. We feel this information is not only important in terms of a follow-up but also in terms of insuring a working relationship with these schools in the future. Various results have come from this type of a follow-up such as:

1. recommendations that specific student teachers take extra courses in methods or content
2. supervisors run workshops for student teachers and/or faculty
3. supervisors come more often
4. cooperating teachers take courses in supervision, content, methods, etc.
5. cooperating teachers, supervisors and student teachers have frequent conferences after the student teacher has been observed by all concerned
6. more student-teacher involvement in local, professional and parent organizations
7. etc.

Evaluation of the Student Teaching Experience

In order to evaluate the student teaching experience by the concepts of mutuality and openness to feedback, the following methods are used:

1. Student teachers evaluate supervisors
2. Supervisors evaluate student teachers
3. Cooperating teachers evaluate student teachers.

A description of that process follows:

Chapter 4: Evaluating Graduates from Basic Programs

Student Teachers Evaluating of Supervisors

We have discovered that a formal, concise request for evaluations of supervisors has been the most effective method of insuring a comprehensive and meaningful response from student teachers. The following questionnaire has been used to obtain evaluations of supervisors from student teachers:

SUPERVISOR'S EVALUATION

Name _____ Cooperating Teacher(s) _____
Supervisor _____ School _____

Please mark the two most positive (+) and the two most negative (-)
aspects of your supervisor. Explain fully why you have made these choices.
Also complete the questions on the reverse side.

- _____ The number and duration of visits by your supervisor.
 - _____ The extent of general help given by your supervisor.
 - _____ The number, duration, and benefit derived from formal and informal
conferences with your supervisor.
 - _____ The ability of your supervisor to work with your cooperating teacher
and other school personnel.
 - _____ The degree and types of constructive criticism offered by your supervisor.
 - _____ Your supervisor's ability to understand you and your problems.
 - _____ Your supervisor's ability to analyze constructively your teaching experience.
 - _____ Your supervisor's ability to offer resource suggestions (e.g., outside
readings and films).
 - _____ Your supervisor's ability to listen and respect your point of view.
 - _____ Other.
-

EXPLAIN

Answer the following questions:

When did you begin teaching a class? _____

1. Approximately how many times did your supervisor see you in the class teaching? _____
2. Approximately how many times outside of the classroom did your supervisor meet with you? _____

Chapter 4: Evaluating Graduates from Basic Programs

The above questionnaire has been used to evaluate specific supervisors as well as overall quality and methods of our supervisory programs. It has been instrumental in the changing of supervisory techniques and in some cases in the decision making process for reappointment. In order to insure that every supervisor benefits from the evaluations, a conference with the director of field experience or his staff is held with supervisors after the results are in.

Supervisors' Evaluations of Student Teachers

Every supervisor observes his student teachers on the average of once every week for the first three weeks and once every other week for the rest of the semester. He is also required to turn in an observation memo for each student he observes. A sample of an observation memo follows:

Date _____
Class _____

Student Teacher/Intern _____

SUPERVISOR'S OBSERVATION MEMO

TEACHER

____ Voice
____ Eye Contact
____ Teacher Mobility
____ Confidence
____ Discipline
____ Preparation for class
____ Expertise in subject area
____ Rapport with class
____ Enthusiasm
____ Flexibility with class
____ Imagination and Creativity with
 assignments and lessons
____ Motivation and Positive reinforcement

____ Listens to students questions
____ Sensitivity to non-verbal communication
____ Student-directed class

STUDENTS

____ Restlessness and/or boredom cues
____ Attention
____ Interest and Enthusiasm
____ Student-Student Interaction
____ Student Responsibilities
____ Understanding the lesson
____ Student feeling of security in the
 classroom
____ Other

SYMBOLS: (+) Improvement (✓) No Change (-) Needs Improvement

COMMENTS:

If you have any questions
regarding Supervision:

Contact: Jerry Freiberg, 545-1533
-542-

Chapter 4: Evaluating Graduates from Basic Programs

The above observation memo is only presented as a sample. Supervisors are encouraged to create their own memos in terms of their own expertise and the needs of individual students. Supervisors are required to take a course in methods of supervision at the School of Education and are introduced to a variety of methods including individual conference techniques, seminar techniques, interaction analysis and clinical supervision. Many supervisors create their observation memos as a result of their training in their class in methods of supervision. After observing a student teacher, supervisors generally have a conference with the student teacher and discuss the lesson and the memo.

Cooperating Teachers' Evaluations of Student Teachers

Cooperating teachers are considered an integral part of the evaluation of student teachers. They have an equal voice in the final grade of student teachers along with the supervisors and student teachers. Cooperating teachers are strongly encouraged to prepare observation memos in the same way as supervisors are; furthermore, they are encouraged to take the course in supervision offered by the School of Education free of charge.

In addition cooperating teachers as well as supervisors and other related personnel are asked to file a non-confidential recommendation form with the University Placement Office. This recommendation represents the final evaluation of a series of different evaluations in a student's academic career. A sample recommendation form follows:

PLACEMENT & FINANCIAL AID SERVICES

Room 239

Whitmore Administration Building
University of Massachusetts
Amherst, Massachusetts 01002

Basic Programs



EDUCATION

NONCONFIDENTIAL

RECOMMENDATION FORM

Name (Last)	(First)	(Middle)	Degree	Major	Date
-------------	---------	----------	--------	-------	------

INSTRUCTIONS: You may fold but do not wrinkle or soil this form. It will be reproduced by machine. IT SHOULD BE TYPEWRITTEN or printed in DARK pencil (ballpoint pen will not reproduce).

PART I: (To be completed by student.) I would appreciate completion of this form, copies of which may be used in recommending me to prospective employers. This recommendation is necessary for the completion of my placement dossier to be used now and in the future. I am interested in the following teaching areas and/or positions:

PART II: (To be completed by reference. Please use typewriter or print with dark pencil.) ALL STATEMENTS ON THIS FORM ARE NONCONFIDENTIAL AND MAY BE SHOWN TO REGISTRANT. The School of Education has adopted a policy of nonconfidential documents in the belief that it is an important step in creating an honest, forthright environment which is crucial to the fostering of personal freedom and responsibility.

Please check the following items as they apply to the above student.	Unable to Evaluate	Excellent	Above Average	Average	Below Average	Unsatisfactory
CHARACTER (Honesty, Forthrightness)						
PERSONALITY (Ability to get along with others)						
ACADEMIC ACHIEVEMENT (In major field of study)						
PERSISTENCE & DRIVE						
LEADERSHIP POTENTIAL						
MANNERS & APPEARANCE						
SELF-CONFIDENCE (Poise, etc.)						
ABILITY TO EXPRESS SELF						
ALERTNESS (Grasps things quickly)						

REMARKS: Statements are often more helpful than the above check list. Include here any information which you think might be useful in evaluating the candidate. This can be a summary or elaboration of any of the various categories checked on a statement. (Use additional sheet if necessary.)

How long have you known the candidate? ; in what capacity?

STATEMENT

PL 11 (Rev. 11-67)

Title

Date

Chapter 4: Evaluating Graduates from
Basic Programs
Evaluating Graduates from
Basic Programs

Two ways in which students are given a chance to evaluate both individual teachers and total programs are through a teacher evaluation questionnaire and a TPPC evaluation questionnaire. The TPPC evaluation is presently being administered and while the results are not yet available, the questionnaire should serve as a good example of how students help evaluate total programs. A description of the teacher evaluation questionnaire, the questionnaire itself, and the TPPC questionnaire follows.

Teacher and Course Evaluation

As part of a continuous evaluation process students have been involved in a teacher and course evaluation twice during each semester. The motivation for giving the questionnaire twice, mid and final semester, is to allow teachers a chance to see if evaluations change as a result of teachers adjusting to student feedback. While the School of Education does not claim to have the answers to what is good teaching, its faculty is open to feedback and committed to searching for the right answers. The teacher evaluation questionnaire was formulated with those ideas in mind. The following questionnaire is a sample of those given to students and teachers in every course taught within the School of Education during the academic year 1970-71:

TEACHER EVALUATION QUESTIONNAIRE

SCHOOL OF EDUCATION
Dwight W. Allen, Dean

UNIVERSITY OF MASSACHUSETTS

To the Teacher:

In the School of Education, it is the policy to ask students to evaluate the courses in which they are enrolled and to judge the effectiveness of their teachers. Accordingly teacher evaluation questionnaires are administered twice each term, once towards the beginning of the semester and again at its conclusion. The purpose of administering the questionnaire twice in a term is to enable teachers to modify their instructional methods; if they chose to do so, during a semester on the basis of feedback from their students.

The present questionnaire is not a finished product, however. On the contrary, we are committed to a continual process of review and revision. This means that we are open to constructive criticism. In fact, we solicit your ideas. If you, the teacher, have suggestions for improving the questionnaire or its administration, please contact Bill Rojas either directly or through Dean Seidman's office.

The following procedure should be communicated to your class:

INSTRUCTIONS TO YOUR STUDENTS

1. On the separate sheet of paper provided, please write your (the student's) opinions concerning this class and the teacher. Do this BEFORE filling out the multiple choice questionnaire.
2. Do not indicate your (the student's) name anywhere on either of these sheets; responses are to remain anonymous.
3. Disregard the parts of the Standard Answer Sheet that ask for student number, birthdate, semester, etc.
4. But do fill in the following information at the top of the sheet:

INSTRUCTOR _____

GRADE _____ (indicate course number)

5. Use a soft lead pencil, number 1 or 2. Do not use any pencil lead harder than 2-1/2 as the answers cannot be machine-read in that case. Do not use pen.
6. When you want to change an answer, be sure to completely erase the previous mark.

This instrument is deliberately brief. Its concise content should enable it to be used with minimum complaint; when a questionnaire becomes a chore to fill out the responses could be biased by the resulting attitude. It is planned--and this is important to note--that written comments by students precede the multiple choice section. This should eliminate the possibility of the questionnaire influencing the content of written student responses.

Two separate questionnaires are involved in this instrument. Form A is to be completed by your students. You might, as a teacher, find it valuable for self-analysis to complete Form A yourself answering the way you expect your students to answer. If you do so, this will be a check upon your powers of perception. Form A is an option for the teacher, however. If you complete this part of the questionnaire retain the copy for your personal files.

While your students are answering Form A, you should complete Form B, which solicits objective information. When answering indicate your responses by filling in the spaces numbered 81 to 95 on the Standard Answer Sheet. You should also code certain information on your answer sheet.

CODING INSTRUCTIONS FOR THE TEACHER

1. Print your last name in the letter boxes at the right-hand side of the answer sheet; then print the initial of your first name.
2. Next: code your last name and first initial. This is done by drawing a pencil mark over the letter in each column that corresponds with the letter in the letter box.
3. Indicate the semester; blacken either the Fall or Spring box.
4. Indicate whether this is the first or the second administration of the questionnaire. Blacken the A box if the questionnaire is being distributed mid-way through the term; blacken B if it is being given at the end of the semester.
5. At the bottom of the answer sheet are a series of number boxes; 1,2,3,4,5 and 6. Use these boxes to indicate the course number.

In the first three boxes (1,2,3) record the undergraduate course number, if the class has such a designation. Undergraduate courses are numbered from 200 to 499.

In the last three boxes (4,5,6) record the graduate course number, if one occurs. Graduate courses are numbered from 500 to 999.

If the class has both types of numbers, record BOTH.

6. Code the course number in the appropriate column.
7. In the space for FORM OF TEST, blacken box A for the first administration of the term, B for the second.
8. Use a soft lead pencil, number 1 or 2. Do not use any pencil lead harder than 2-1/2 as the answers then will not be able to be machine read. Do not use ink or ball point.
9. If you need to correct a mistake, be sure to completely erase the incorrect mark.

TEACHER EVALUATION QUESTIONNAIRE

Form B: To be Completed by the Teacher

(Numbers 81 to 90 on STANDARD ANSWER SHEET)

81. What is your academic rank?

1. graduate student
2. instructor or lecturer
3. assistant professor
4. associate professor
5. full professor

82. How much full-time teaching experience do you have?

1. this is your first year of teaching
2. this is your second year of teaching
3. this is your third year of teaching
4. this is your fourth year of teaching
5. this is your fifth-or more year of teaching

Questions 83 and 84 are parts of the same inquiry. If the answer to the question is contained in sub-number 1,2,3,4 under 83 then ignore 84. If the answer is not listed in 83, mark response 5 and go on to question 84.

83. What kind of subject-matter is offered in this class? If more than one answer applies, but one type of subject matter clearly predominates, please indicate the dominant content.

1. statistics
2. philosophy
3. psychology
4. history or social science
5. something else. Go to question 84.

84. Same question asked in 83. What kind of subject-matter, continued.

1. professional education course
2. humanities or aesthetics
3. media
4. sensitivity training
5. something else. Please specify on the back of this sheet.

85. How many times have you taught this course before?

1. this is the first time
2. once before
3. twice before
4. three or four times previously
5. five or more times

Chapter 4: Evaluating Graduates from
Basic Programs

Questions 86 and 87 are parts of the same inquiry. Ignore question 87 if the answer is found in 86.

86. What type of teaching method do you use in this class?

1. lectures (whether or not you use overhead projectors, slides, etc)
2. discussions (whether or not they are small group meetings, seminars, etc.)
3. some combination of lectures and discussions so that each involves at least 10% of class time.
4. some combination of either lectures and discussions along with lab work that involves at least 10% of class time.
5. some other method. Go to question 87.

87. Same question as 86. What type of teaching method, continued.

1. field work only (even if occasional classroom sessions are held)
2. lab work only (even if occasional classroom sessions are held)
3. some combination of field work and either lectures or discussions so that each involves at least 10% of class time.
4. some combination of three or more teaching methods.
5. some other method not covered by either question 86 or 87. Please specify on the back of the answer sheet.

Questions 88, 89, and 90 are parts of the same inquiry. If the answer is found listed under 1,2,3,4 of 88 then ignore 89 and 90. If the answer is not found there, mark space 5 and go on to question 89. Repeat the process until the answer is located.

88. What type(s) of media were used in this class? Mark the appropriate blank provided that the media in question was used on two or more separate occasions.

1. films only
2. slides or overhead transparencies only
3. combination of films and slides
4. television or video-tape only
5. some other media or media combination. Go to question 89.

89. Same question as 88 above. What type of media, continued.

1. Combination of television with films or slides
2. tape recordings, phonograph recordings, radio or other audio media only
3. combination of audio and visual media
4. computers (and other media)
5. some other media or media combination. Go to question 90.

90. Same question as 88 above. What type of media, continued.

1. programmed instructional materials (and other media)
2. some other media not specified above
3. none of these media
4. a combination of three or four types of media
5. a wide variety of media (5 or more types)

91. How much reading is assigned in this class?
1. 150 pages or less
 2. 151 to 300 pages
 3. 301 to 750 pages
 4. more than 750 pages
 5. the question does not apply
92. How much writing is assigned in this class?
1. 10 pages or less
 2. 11 to 20 pages
 3. 21 to 30 pages
 4. 31 or more pages
 5. not applicable (or none)
93. How many examinations are given in this class?
1. 1
 2. 2
 3. 3
 4. 4 or more
 5. this does not apply (or none)
94. What is the seating capacity of the room in which you hold classes?
1. 9 or under
 2. 10-20
 3. 21-39
 4. 40-99
 5. over 100
95. What kind of room do you hold classes in?
1. lecture hall with fixed chairs,
 2. classroom with movable chairs,
 3. lounge or seminar-type room,
 4. the class uses more than one space,
 5. other (please describe).

We would appreciate your comments, suggestions, or criticisms of this teacher evaluation instrument or its administration. Please use the space below or on the back of this page to write anything you would like to about this matter.

TEACHER EVALUATION QUESTIONNAIRE

Form A: To Be Completed by the Student

SCHOOL OF EDUCATION
Dwight W. Allen, Dean

UNIVERSITY OF MASSACHUSETTS
Earl Seidman, Assistant Dean

Because good teaching is important, we are asking for your cooperation in completing the following questionnaire. The information that you provide will be especially valuable in helping us assess your needs as learners in a university environment. Your teacher will read any comments you care to write on the separate page provided for that purpose and he will review the ratings he receives from the multiple-choice questions. He will then pass these results along to me so that we can be aware of student ideas and use them to help raise the level of instruction in our school.

Do not write your name anywhere on either of the two parts of this questionnaire. We want all answers to remain anonymous so that you will feel free to give your teacher your honest opinions.

Instructions for multiple choice questions: indicate your responses by filling in the appropriate numbered space on the Standard Answer Sheet. Use a soft lead pencil only, otherwise the optical scanning equipment will not be able to read your replies. Do not use ink or ball point pen.

1. What is your student status? Mark the appropriate space.
1. graduate student, 2. undergraduate student. Do not mark 3, 4, or 5.
2. What is your major field of study?
1. education, 2. some other major (or undecided). Do not mark 3, 4, or 5.
3. Are you a full-time student or a part-time student?
1. full time, 2. part time. Do not mark 3, 4, or 5.

Questions 4 and 5 are parts of the same inquiry. If the answer to question 4 is contained in sub-number 1, 2, 3, 4 then ignore the next question. If the same answer is not listed in question 4 then mark response 5 and go on to question 5.

4. I enrolled in this class because: (if more than one reason is applicable to you, select the reason which was most important)
 1. It is a requirement in my major field or a university requirement
 2. I am interested in the subject matter
 3. The reputation of the teacher was known to me beforehand
 4. It fit into my schedule better than other available courses
 5. Another reason not listed above. See question 5.
5. Same as question 4 above.
 1. This was the only course open that I could take
 2. I need this course for credits toward graduation or certification
 3. I wanted to be exposed to something new
 4. The course would probably be of great benefit for my career
 5. Another reason not listed in either question 4 or 5.

There are not questions numbered from 6 to 40. The next question is number 41. Please go to number 41 on the Standard Answer Sheet when responding to the next question.

TEACHER EVALUATION QUESTIONNAIRE
Form A (Continued)

When answering the following questions use this rating scale:

1. highest possible evaluation, or an absolute yes for yes-no type inquiries
 2. very good evaluation, or a qualified yes
 3. satisfactory evaluation, or sometimes yes, or maybe
 4. unsatisfactory evaluation, or definitely no
 5. the question DOES NOT APPLY to this class
-
41. Were the objectives of the course developed in an understandable manner?
 42. Was course content consistent with the objectives?
 43. Were student responsibilities made clear?
 44. Were the methods used in evaluating your work fair?
 45. Has there been adequate provision for pursuing individual interests within the structure of this course?
 46. Did the teacher take an interest in you as an individual?
 47. Was the teacher effective in facilitating class discussion?
 48. Have written comments on returned papers or spoken comments in response to your presentations in class been helpful?
 49. Did the teacher listen to and respect ideas different from his own?
 50. Did the teacher seem to be enthusiastic about teaching this course?
 51. Did the teacher inspire your confidence by his knowledge of the subject?
 52. How suitable were the teaching methods used?
 53. How suitable were the readings used in this class?
 54. What is your overall evaluation of the course?
 55. What is your overall evaluation of the teacher?

TEACHER EVALUATION QUESTIONNAIRE

Written Response Sheet

INSTRUCTOR _____

DATE _____

COURSE NO. _____

Check one:

Undergraduate _____

COURSE TITLE _____

Graduate _____

Written responses by students are crucial to the improvement of teaching. Please describe frankly what were the major strengths and weaknesses of this course and its teacher. Please complete your comments BEFORE answering the multiple choice section of the questionnaire.

Chapter 4: Evaluating Graduates from Basic Programs

The results of the above questionnaires have been used in various ways. They have been used by the administration as one of many methods in evaluating total programs, individual skills and future planning. The most significant use of the questionnaire is that it has provided feedback to individual teachers who have used the feedback to modify course offerings, teaching methods and in some cases to either drop courses or offer new ones based on the needs reflected in the feedback. Teachers have used the results to varying degrees, ranging from giving the questionnaire and never mentioning it again, to giving the questionnaire as the impetus for long and involved planning and discussion on effective teaching methods and course preparation. Though we are committed to the theoretical framework for such evaluations, we are currently in the process of preparing a different method that will be more useful to all concerned.

Chapter 4: Evaluating Graduates from
Basic Programs

Evaluation Questionnaire
prepared by

Teacher Preparation Program Council (TPPC)
1971-72 Academic Year - Fall Semester

The purpose of this questionnaire is to seek constructive criticism and examine trends of feeling within the School of Education student body about teacher preparation. Results will be evaluated by TPPC and will be made available to program directors.

The questions may be answered in short form, however, please feel free to make any written comments you feel pertinent to the issues raised (or not raised). Record your answers with a soft lead pencil on the standard answer sheet as follows:

- mark the box numbered "1" if you STRONGLY AGREE
- mark the box numbered "2" if you AGREE
- mark the box numbered "3" if you HAVE NO OPINION
- mark the box numbered "4" if you DISAGREE
- mark the box numbered "5" if you STRONGLY DISAGREE

Please record the first seven digits of your social security number (use your student number if you don't have a social security number, sex, program, and class on the answer sheet as well as on the questionnaire as follows:

Class (grade): 3=freshman, 4=sophomore, 5=junior, 6=senior, 7=grad.

Program: Below is a list of programs. Each is preceded by a letter.

In the first column of the name field on the answer sheet mark the letter which corresponds to your program.

This information will allow TPPC to study the responses based on program, sex, etc. Individual students will not be identified. The results will not be used for student evaluation.

PLEASE RETURN THIS QUESTIONNAIRE BY DEC. 22 TO YOUR PROGRAM DIRECTOR OR TO TPPC IN ROOM 121 OF THE SCHOOL OF EDUCATION.

Name (if you wish) _____

Soc. Sec. # (or student #) _____

Class _____

Sex _____

Major _____

Program (check one):

- a. Alternative Schools, A. Donn Kesselheim _____
- b. Early Childhood, David Day _____
- c. Explorations!, Marsha and Jeffrey Goodman _____
- d. Fitchburg Teacher Exchange, Barbara Roberts _____
- e. Individualized Programs, Undergraduate Affairs Office _____
- f. International Education, Walt Johnson _____
- g. Mark's Meadow, Mike Greenebaum _____
- h. Martha's Vineyard, Donald Cuniff _____
- i. Masters in Arts of Teaching, Jon Ball _____
- j. Masters of Education Program Elementary Ed., R. Mason Bunker _____
- k. Media Specialists Program for the Deaf, Anita Nourse _____
- l. Model Elementary Teacher Ed. Program, William Masalski _____
- m. Off-Campus K-12, William V. Fanslow, William E. Byxbee _____
- n. S.H.P. Undergraduate Masters Teacher Ed. Program, M. Minor _____
- o. Teacher Training for Distributive Education, Jack Hruska _____
- p. Urban Education, Barbara Love _____

Chapter 4: Evaluating Graduates from
Basic Programs

-2-

1. There is enough variety in programs.
 2. TPPC provides clear and adequate advice which has enabled me to select the right program.
 3. TPPC adequately advertises the alternative centers and programs.
 4. I chose my program carefully.
- COMMENTS:

I was substantially influenced by the following considerations in the selection of my program (5-19):

5. Resources (such as audio/visual aids, grants).
6. Faculty and staff.
7. Field experience opportunities (such as student teaching).
8. Courses offered.
9. Structure of program.
10. Goals and purposes of program.
11. Future career plans.
12. Advisor recommendation.
13. Advice from friends.
14. Challenge.
15. Number of semesters to degree completion.
16. Weekly time commitment.
17. The program required minimal effort and this fit with other personal plans.
18. Methods of evaluating students.
19. The program had space for me.

COMMENTS:

20. The program I chose was my first choice.
21. I have received adequate information to enable me to correctly understand the goals and purposes of my program.
22. The program and its goals and purposes have changed.
23. There is a good fit between the program and me with respect to goals and purposes.
24. There is a correspondence between the goals of the program and the day to day means of achieving those goals.
25. There are opportunities for peer advisement and sharing within the program.
26. There is individual help and consideration from the program staff when needed.
27. There are adequate means for evaluations by students and for criticisms to be heard.

-3-

28. The program and staff are responsive to criticism and changing needs.
29. The program staff offers continuous and ongoing evaluation of my activities.

Theory experiences (methods courses, sociological and psychological foundations, etc.) offered by the program are (30-33):

30. Useful to my future plans.
31. Relevant to my chosen field experiences (such as student teaching).
32. Timely in relationship to my other activities in the program.
33. Fun and interesting.

34. My program has adequate community, School of Ed. and University resources (such as the library, audio/visual aids, materials, personnel).
35. My program makes the resources of question 34 available to me.
COMMENTS:

36. There is a wide enough choice of field experiences to accommodate my needs.
37. My field experiences provide me with learning experiences I need to fulfill my personal objectives.
38. The choice of field experiences included challenging, exciting, and diverse experiences.
39. The duration of field experiences is too long.
40. The duration of field experiences is too short.
41. There is adequate advising in my program to determine a choice of field experience.
42. My field experiences are more important and meaningful than what I do on campus.

COMMENTS:

I feel lost and unconnected with program and Ed. School activities because of (43-46):

43. Lack of communication from administration and staff.
44. Lack of program coherency.
45. Lack of program/school structure.
46. Lack of personal guidance in clarifying personal goals and planning.

-4-

- 47. I intend to acquire certification in Elementary Ed.
- 48. I intend to acquire certification in Secondary Ed.
- 49. Reorganization of the School of Ed. into the 14 alternative programs has made my educational experiences more meaningful.
- 50. My program is important to me.
- 51. My program has helped me make use of the School of Ed.
- 52. This questionnaire addresses problems of concern to me.
- 53. This questionnaire should include the following questions.

- 54. I would like to see the creation of a program such as:

Use of Evaluation Procedures

The evaluation procedures presented in this chapter are part of an on-going process of evaluation in the School of Education. Most of the results that indicated a need for change have already been implemented in the TPPC programs and are described in detail in the appropriate chapters of this report. Our evaluations have indicated that we still must work at improving our programs leading towards secondary education certification and placement of graduates. We are currently working on these needs and expect to fulfill them in the near future.

THE SCHOOL OF EDUCATION
UNIVERSITY OF MASSACHUSETTS

AN INSTITUTIONAL REPORT FOR
THE NATIONAL COUNCIL FOR
ACCREDITATION OF TEACHER EDUCATION

MARCH 20-22

1972

VOLUME II—GRADUATE PROGRAMS

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ADVANCED PROGRAMS REPORT

INTRODUCTION TO THE REPORT ON ADVANCED PROGRAMS

The School of Education at the University of Massachusetts is a young, active and dynamic institution which is making a bold attempt to create viable alternatives in education. While the main body of the section on graduate programs has answered the questions provided in the NCATE "guidelines", it does not adequately describe the atmosphere in which the students and faculty are living. Much of this atmosphere will be felt by the visiting team from NCATE when they arrive on campus; however, we would like to introduce the graduate programs by trying to describe what life is like at the School of Education.

The School of Education began its new life in the fall of 1968 when its new Dean, Dwight Allen, and 100 faculty members and graduate students joined together at a retreat in Colorado to design a new School of Education that would chart new courses in alternative forms of education. The retreat was held in a spirit of experimentation and that same spirit holds the School together three years later.

The make up of the graduate programs in the School of Education is as diverse as its faculty and students. Just as the Colorado retreat was held in a spirit of equality among students and faculty the graduate programs are run in the spirit of shared responsibility. While the new constitution and the participation of graduate students in the development of new programs and projects is a testimony to that spirit, there is still much room for improvement and we have a long way to go before the spirit of equality becomes a fact.

A graduate student arriving for the first time at the School of Education soon discovers that the structural framework of the School is different from any he has ever experienced. The School, for example is

Introduction to the report on advanced programs

not departmentalized. Rather it is divided into loosely formed Learning Centers which focus on different aspects of the educational process. Graduate students do enter into the Learning Center that most focuses on their professional needs; however, seldom, if ever, do they participate in the learning experiences offered by only one Center. New graduate students also have to adjust to there being no prescribed curricula for them. Instead, they determine for themselves the curricula that most fits their needs. Typically, during the first semester, they take courses from several Learning Centers and by the experience in these courses and other formal and informal experiences get a feel for what is offered by the School. It is usually after this experience that graduate students pick the advisors that will be on their doctoral or master's committee, subsequently, they chart out with their advisors the curriculum that seems to most fit their needs.

Most of the graduate students at the School have had significant prior training and experience in education. They soon discover that their past experience and present studies can be used to enhance the programs and projects underway at the School. At the same time, the participation in the teaching of undergraduate courses, projects, committees, etc. provide for graduate students a chance to make their studies fit into a learning atmosphere that is highly experiential in nature.

The feeling that both graduate students and faculty alike are participating in an experiment in the design of their School and the future design of other schools has joined them together so that they feel a true sense of community. As is true with any real community, there are often feelings of accomplishment and failure, joy and conflict, that are part of the ongoing experience in the School of

Education.

The following report tries to convey how the goals and aspirations of the School of Education are operationalized. Much of the information asked for in the "Guidelines" has already been presented in the Basic Programs sections of this report and will not be presented here. While the graduate report is basically factual, it is hoped that it will be read with the feelings and hopes presented in the introduction kept in mind.

Chapter 1

THE ORGANIZATION AND MANAGEMENT OF THE GRADUATE PROGRAMS*

The University of Massachusetts authorizes the following eight colleges and schools and one unaffiliated department to offer graduate programs through a central administrative body, The Graduate School:

- 1) College of Agriculture
- 2) College of Arts and Sciences
- 3) School of Business Administration
- 4) School of Education
- 5) School of Engineering
- 6) School of Home Economics
- 7) School of Nursing
- 8) School of Physical Education
- 9) Department of Public Health

The two main administrative bodies relating to graduate programs at the University are the Dean of the Graduate School and the Graduate School Council.

*See Basic Programs report for a full description of how the School of Education fits into the organizational structure of the University.

Chapter 1

Section 1: The Organization and Management of Graduate Programs

Degree Programs offered by the School of Education (as described

in the Graduate School Bulletin):

The School of Education presently offers the Ed.D., M.Ed., and M.A.T. degrees, and the Certificate of Advanced Graduate Study. Also offered is a non-degree teacher certification program. Decision on a Ph.D. program is pending.

DOCTORAL PROGRAMS

Doctoral students in the School of Education represent a wide variety of personal and professional experience. Due to the high quality of our doctoral students, they have provided vital resources for the teaching of courses and the development of programs in our undergraduate programs. Their involvement in teaching, program development and projects has been an essential part of their own academic program in that it provides them with direct and substantial experiences in their major areas of study.

Within the framework of University Graduate School Regulations, doctoral programs are based on the following procedures:

1. Doctoral students are admitted to one of the various Learning Centers.
2. While a doctoral student is admitted to a learning center, the specific program he takes will entail studies in many of the Learning Centers and is worked out on an individual basis with his advising committee of three graduate faculty members. Individual programs are negotiated and determined by the future goals and past experience of each student.
3. Also in its infancy is a plan to supplement transcripts with a portfolio record of the educational experiences which constitute a given doctoral program. The portfolio will serve as a means for advising

Chapter 1

Section 1: The Organization and Management of Graduate Programs

committees to review programs and as an aid to self-evaluation and self-direction.

4. Students are expected to spend at least two consecutive semesters under direct supervision of their committees, participate in conceptual or quantitative research efforts, engage in teaching or some form of field experience, become familiar with contemporary problems in education, and take a comprehensive examination prior to writing a dissertation. Typically, a candidate spends at least three years beyond the bachelor's degree in full time study.

MASTER'S PROGRAM (see undergraduate folios)

Master's degree programs usually involve at least one year's full-time work beyond the bachelor's degree. In conjunction with other University schools and colleges, the School offers a Master of Arts in Teaching degree for prospective teachers at the elementary, secondary, and higher education levels. MAT programs typically involve a total of 36 credit hours, 12 in the academic disciplines, 12 in professional education, and 12 in combination of the two, with proportional emphasis depending on the student's background and goals.

The Master of Education degree is offered for prospective elementary teachers, for professional improvement of elementary and secondary teachers, and the training of educational specialists in any of the Areas of Concentration listed below. Each candidate negotiates his 33-credit program with his adviser.

CERTIFICATE OF ADVANCED GRADUATE STUDY

Programs leading to a Certificate of Advanced Graduate Study, individually negotiated with a member of the instructional staff, are designed for those persons who seek advanced work in any of the areas listed below,

Chapter 1

Section 1: The Organization and Management of Graduate Programs

but who are not committed to the more lengthy and rigorous requirements of a doctoral program. Each candidate negotiates his 30-credit program with his adviser.

TEACHER CERTIFICATION PROGRAM

The non-degree Certification Program provides bachelor's degree holders with an opportunity to do course work and student teaching which satisfy state certification requirements. Such a program ordinarily requires a student-teaching experience and involves one to two semesters' work. Each candidate negotiates his program with his adviser.

AREAS OF CONCENTRATION

Degree candidates will ordinarily do their work within the purview of one of the Schools centers or special programs which currently include Centers for: Aesthetics in Education, Human Relations, Educational Research, Humanistic Education, Educational Innovations, International Education, Leadership in Educational Administration, Educational Media and Technology, Foundations of Education, Urban Education, and Teacher Education; and the programs in Early Childhood Education, Compensatory Education, Higher Education, Reading, and Vocational Education. It is possible also for a student and his advisory committee to evolve a graduate program that does not fall specifically under any one center or program.

Financing of the Graduate Effort

Graduate Programs at the School of Education are supported both by the university (1/3) and by "soft money" in the form of grants, projects and fellowships (2/3). The university support includes money for 109 graduate assistantships (\$348,800) while soft money provides 200

Chapter 1
Section 1: The Organization and
Management of Graduate
Programs

graduate assistantships (\$640,000). The assistantships help support graduate students financially as well as giving them actual experience in their area of specialization. They also make up a vital part of the teaching load for undergraduate course offerings. It has already been stated in this report that graduate students teaching courses must have a faculty sponsor and are expected to teach courses that meet the same high standards full-time faculty meet.

Many institutions consider soft money as being peripheral to their ongoing program offerings; however the School of Education challenges that premise. The School of Education is an action oriented school and considers its projects as a vital part of its academic programs. Almost all projects are associated with a particular Learning Center and provide essential academic and experiential learning for both faculty and students. The following list indicates the projects, grants and fellowships the School of Education worked under during the 1970-71 school year:

Chapter 1

Section 1: The Organization and
Management of Graduate
ProgramsPROJECTS - GRANTS - FELLOWSHIPS

<u>Project Name</u>	<u>Account Number</u>	<u>Director</u>	<u>Allotment</u>	<u>Dates</u>
Applied Research	16-68223	Wm. Wolf	\$71,400	9/1/69-8/31/71
Applied Research		Wm. Wolf	33,300	9/1/71-8/31/72
Broad Jump, Inc.	11-26050	A. Gentry (C. Abraham)	90,422	6/30/70-6/30/71
CAM-Kettering #642	15-50503	Wm. Gorth	77,500	
Career Opportunities Program-New York	11-26551	R. Phillips (C. Abraham)	92,826	7/1/70-6/30/71 Summer
		A Gentry	97,000	7/1/70-6/30/71 Fall
			7,760	
			110,550	7/1/70-6/30/71
			8,844	Spring
Career Opportunities Program-Worcester	11-26550	R. McCoy A. Gentry (C. Abraham)	123,484	7/15/70-6/30/71
Center for the Deaf	20-69200	R. Wyman (Tilley)	203,924 44,000 adtl. 247,924	9/1/70-8/31/71
Clearinghouse	19-68308	Rick Kean	221,769	5/25/70-5/25/71
Compensatory Ed. Title I	20-68309	J. Fortune	129,876	9/1/70-8/30/71
Cooperative College (School Science)	16-88010	C. Hoagland	29,389	1/7/70-6/30/71
Dev. of Comp.-Teach. Ed. ANISA - model		D. Jordan	175,000	3/5/71-
Differentiated Staffing Institute - E.P.D.A.	16-68226	R. Clark	76,140	6/19/70-6/30/71
Federal City College/DC	15-48300	A. Eve	60,000	3/21/71-
Ford Foundation Administra- tion Leadership	15-56106	D. Flight	198,200	10/1/70-9/30/71
Faculty Res. Q-11-71 (1) Hambleton		R. Hambleton		
Union for Experimental Colleges/Univ.	15-58190	T. Clark	6,500 5,000	1st payment Ford " " Antioch

Chapter 1

Section 1: The Organization and
Management of Graduate
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<u>Project Name</u>	<u>Account Number</u>	<u>Director</u>	<u>Allotment</u>	<u>Dates</u>
Ford Foundation Humanistic Education	15-48605	C. Weinstein	182,870	7/1/70-6/30/73
Headstart Leadership	16-69101	J. Young P. Stein	218,870	9/1/70-7/31/71
Innovation Film Fund	11-32501	D. Allen		
Institutional Assistant	19-61906	R. Ulin	26,100	-6/3/71
Kellogg Community College	08-32600	W. Lauroesch	51,400	7/1/70-6/30/71
Mass. Dept. of Ed. - Johnson B	15-47851	R. Johnson	86,445.98	-9/30/71
Mass. Dept. of Ed. Title III, Adult Basic Ed., Evaluation	15-47855	Wm. Wolf M. Rossman	27,500	9/1/70-9/1/71
Mass. Dept. of Youth Svc/ Amherst	15-51430	L. Dye	15,000	4/1/71-6/30/72
Martin Luther King Fellowship	08-32601	E. Seidman	925.	
Media Sp. Hearing	16-68216	R. Wyman	42,563	6/1/70-8/31/71
Mass. Dept. of Ed. - New England Conference	15-51440	R. Johnson		
MESPU	16-69213	R. Clark D. Allen	266,655 Inc. 14,500	-5/1/71
State of New York Evaluation	15-52410	R. Johnson Conroy	220,000	10/1/70-6/30/71
Office of Education	20-68218	G.E. Anderson G. Worle	7,653	1/15/70-11/15/71 Ext: to Aug. '71
Teacher Corps	20-68306	C. Shepard	75,513	1/29/71-6/30/71
Teacher Corps - Sixth Cycle, Preservice	20-68310	W. Tutman	134,400	3/15/71-
Teacher Education Revolution	16-68229	K. Beattie D. Allen	21,492	3/15/71-11/30/71
Teacher Training Seminar Sixth Cycle Seminar	16-68227	J. Cooper	6,000	

Chapter 1
Section 1: The Organization and
Management of Graduate
Programs

Formulation of Policies with Regard to

Graduate Work

The Constitution of the School of Education (presented in the appendix) relates how policies are formulated with regard to graduate work. Basically, that document reveals that faculty and students alike are represented on the major policy making bodies within the School. Even though the student representation in these bodies is real and far greater than in many institutions, there is an adjustment factor to be contended with on the part of both faculty and students. That is, faculty members and students alike are the products of educational institutions that relied almost totally on the faculty and administration determining policies and even though many of these inequities have been ameliorated they still exist to some extent. Many students however play major roles in the policy making bodies, teach courses within the School and are responsible for running and/or developing projects and programs within the School.

In addition to the procedures described above, the Dean of the School and the Associate and Assistant Deans approve many policies that have to be made on a day to day basis.

Follow-up Study

The School of Education has undertaken follow-up studies of its graduates in order to evaluate its programs. These follow-up studies, to be described in this report, have already been used by the School in order to determine its effectiveness. However, the need for further studies still exists and will be undertaken in the future.

Chapter 1

Section 1: The Organization and Management of Graduate Programs

Input From Other Sources

The input of experienced teachers and administrators into the School's programs does not have a direct organizational relation to the formulating of School Policies. This type of input is obtained as a result of their participation in the training of student teachers, inservice workshops and projects run by the School. In some cases administrators and experienced teachers have a more direct input due to the fact that they are also enrolled in the School of Education as students and can exercise the power given to students via the constitution.

Specific Institutional Policies for the Various Graduate Programs

Masters Degree

Residency Requirements

There are no residency requirements for a Masters Degree; however credits to be used for the degree are only valid for 6 years.

Transfer of Credits

A maximum of 9 credits of grade B or better may be transferred from other institutions with the consent of the School.

Credit Limits for Fully Employed Students and Professionals

A maximum load for students in 15 credits per semester. Fully employed students of professionals are usually advised to take a maximum of 12 credits per semester and often fewer.

Types of Courses for which Credit can be Granted

Credits are typically taken in the following three areas:

1. academic disciplines (12 credits)
2. professional education (12 credits)
3. a combination of 1 & 2 (12 credits)

Chapter 1

Section 1: The Organization and Management of Graduate Programs

Academic credits are usually taken from the appropriate academic department in traditionally oriented course structures. Professional credit can be gained by taking traditionally structured courses within the University, experiential work in workshops, seminars, teaching, practicums and travel, etc. Students are encouraged to plan a course of study including all of the various options with equal weight given to each. The amount of work in each area is determined by the individual needs of each student.

Eligibility for courses

Master's candidates must take their course work in graduate level courses. 500 level courses are graduate level courses open to undergraduates also, and 700-900 level courses are open to graduate students only, unless in special circumstances an undergraduate is given written permission by the professor teaching the course to take it.

MAT versus MEd. Programs

The MAT program is primarily for students who do not have certification and desire it and the MEd. program is primarily for students who have accreditation but wish a deeper background in their professional studies.

Certificate of Advanced Graduate Study

Residency Requirements

No credit is valid after ten years. The final 30 credits of this 60 credit program must be taken in a four year period.

Transfer of Credits

A maximum of 30 graduate level credits may be transferred from other institutions with the consent of the School of Education.

Credit Limits for Fully Employed Professionals and Students

A maximum of 12 credits per semester and in many cases less can be

Chapter 1

Section 1: The Organization and Management of Graduate Programs

taken by fully employed professionals and students.

Types of Courses for which Credit Can be Granted

At least 15 graduate level credits must be taken from the university and 15 graduate level courses from the School of Education. The types of experiences for which students can earn credit are the same as those described in the Master's degree programs.

Eligibility for Courses

Course eligibility is the same as the described in the Master's degree programs. At least 18 credits must be taken in 700-900 level courses.

Doctoral Degree Programs

Residency Requirements

A Doctoral Degree student must spend the equivalent of at least one academic year of full--time graduate work at the University of Massachusetts. This year must be either a fall-spring or spring-fall sequence.

Transfer of Credits

Since each student's doctoral program is negotiated on an individual basis with his doctoral committee, no credit is officially transferable from other institutions. A student's past experience is, however, taken into account in the planning of programs and students with more experience usually take fewer courses for their degree.

Credit Limits for Fully Employed Professionals and Students

The credit limits for these students and professionals are the same as those for Masters degree students. Qualified students are encouraged to teach a maximum of one undergraduate and in some cases one graduate course per semester as part of their studies. In this case they can take a maximum of 12 credits per semester.

Types of Courses for which Credit can be Granted

Students usually take courses in academic and professional areas.

Since the doctoral program for each student is negotiable with their graduate committees, the type of experiences an individual student will take will be dependent on these negotiations.

Eligibility for Courses

Since doctoral programs are negotiable, doctoral students may take courses on any level. It is assumed, however, that doctoral students will take a majority of graduate level courses.

Chapter 2

GENERAL RESOURCES SUPPORTING GRADUATE PROGRAMS

Section 1. Professional Faculty Resources

Selection of Professors for Graduate Level Courses

The graduate faculty is primarily responsible and given authority by the Graduate School to teach graduate level courses. Any other member of the faculty may teach a graduate level course if he receives authorization from the Dean of the Graduate School.

In all of the above cases, the determining factor of who can and should teach a specific graduate level course is that courses should be taught by persons who are qualified experientially and academically. If doctoral students, undergraduate faculty members, visiting professors, etc. are most qualified to teach a graduate level course, the School of Education will seek out those people to teach those courses with the Dean of the Graduate School's approval. It is a policy of the School of Education that faculty members do not fill slots, rather they teach those courses and do the research that fits their experience and expertise.

Summary of Faculty Strength

Each faculty member at the School of Education can best be categorized by the Learning Center with which he is most affiliated; however, it must be emphasized that these are "support areas" and that faculty members may do work in any of the Learning Centers. The folio presentation for each Learning Center and Special Program or Project will indicate Rank, Position and areas of interest for faculty members, while the faculty exhibit will indicate other strengths.

Institutional and Logistical Support of the Faculty

The appropriate chapter in the Basic Program Presentation has been written to include information on support for graduate and undergraduate faculty. Therefore, mention will only be made in this chapter to items that may not have appeared in the Basic Programs chapter.

Adjunct, Courtesy and Part-time Faculty Members

Adjunct Faculty

Adjunct faculty members are appointed by the School of Education to work in special programs or projects that take place off-campus. For example, there are several adjunct professors supervising off-campus student teachers with periodic visits from School of Education Faculty members. Adjunct professors are expected to perform their duties with the same degree of proficiency as on-campus full-time professors.

Courtesy Faculty

The School of Education also makes courtesy appointments to faculty members or administrators who are working on projects or programs that relate to the School of Education. For example, staff members of the University Counseling Program have been given courtesy appointments to work with the School of Education's counselor education program as special lecturers, or to develop or team teach appropriate courses with School of Education faculty members.

Visiting Professors

Whenever possible the School of Education appoints visiting professors who have a particular expertise and would be willing to share it with the School of Education on a limited basis. For example, Peter Schrag, Education Editor of the Saturday Review, has been appointed as a visiting professor to teach a course in educational journalism and other related issues.

Chapter 2
Section 1: Professional Faculty
Resources

Part-time Faculty Members

Part-time faculty members are appointed by the School of Education to teach a lesser load than full time faculty. These appointments are usually given to doctoral students with a specific area of expertise, or to a faculty member who is doing research or working on a special project. The teaching of part-time faculty members is expected to meet the same standards as full-time faculty.

Hard and Soft Money Appointments

There are two basic types of appointments for faculty. Hard money appointments refer to those faculty members who are salaried from funds allotted by the State Legislature. Soft money appointments refer to those faculty members who are salaried by outside agencies to work on projects for a specified amount of time.

Orientation of Faculty members

The orientation of faculty members begins at the recruitment. The School of Education has a large number of applicants to fill faculty positions. In order to insure as much as possible that the best applicants are hired and that the applicants feel they would fit in well here, the School of Education does all it can informally and formally to present a clear picture of its philosophies and atmosphere.

All faculty members are oriented to the institutional policies, practices and philosophy of the University and the School of Education by being given a Policy/Procedure Guide, attending orientation meetings and individual conferences with appropriate faculty and administrators.

Graduate Offerings

The graduate programs in the School of Education are in full operation and the graduate faculty has ample opportunity to teach graduate level courses at any time during the year including the summer.

Chapter 2
Section 1: Professional Faculty
Resources

Summary

The School of Education has a relatively large graduate faculty which is responsible for the teaching of graduate level courses at the University. This chapter describes those aspects of the graduate faculty and institutional support and policies that are not discussed in the Basic Programs Faculty Exhibit of the section of Chapter 2, Basic Programs, dealing with the institutional support and policies concerning faculty.

Chapter 2

Section 2: The Admission and

Retention of Graduate

Students

section 2. The Admission and Retention of Graduate Students

The School of Education admits students to M.A., MEd., CAGS and Doctoral Programs. The type of students generally admitted to each of those programs is described in Chapter One of the Graduate Report. The admissions policy at the graduate level is not based on traditional standards used by most graduate schools at this University. Just as our teacher training programs are built in a spirit of experimentation, so are our admissions policies. These policies assume that traditional use of such things as grade point averages, Graduate Record Exams, etc. in themselves do not give an institution an adequate picture of the students applying for admission. The admissions policies of the Graduate School are generally based on more traditional criteria than the School of Education's and there has, therefore, been some conflict between the Graduate School and the School of Education regarding this matter. The following letter to the Dean of the Graduate School from Dr. Allen summarizes the philosophy underlying the School of Education's admissions policies:

Chapter 2
Section 2: The Admission and
Retention of Graduate
Students

UNIVERSITY OF MASSACHUSETTS

MEMORANDUM

Dean Dwight W. Allen
School of Education

From:

Date: August 31, 1971

To: Dean Arthur Gentile

Subject: August 27th Memo on Graduate Admissions in Education

I quote from Robert Paul Wolff's book, The Ideal of the University, on page 84:

"I shall propose a general principle for the making of administrative decision in educational institutions.... My principle is this: Make administrative decisions in educational institutions subjectively, not objectively. Consult those persons who seem to you most truly imbued with what you conceive to be the essence of education, and then follow your instincts. If it is a matter of admissions, admit a class of students who smell right to you, and don't worry about justice, efficiency, or the dropout rate. If you act on this principle, your institution will be biased, idiosyncratic, risky, quirky, unbalanced, not at all every man's cup of tea--but it just possibly may also be a place where genuine education flourishes."

The fact that we rejected students that met the minimum standards while admitting students that did not meet the minimum standards should make it obvious to you that the School of Education is experimenting with admission standards which are standards of academic quality that are not reflected in arbitrary grade point criteria.

Among other things, the most obvious fault of the automatic grade point criteria is that it does not take into account the relative quality of the institution and any sophisticated admissions policy would take this into account. At Stanford University we always applied corrective factors to every institution for computing grade point averages for admission comparisons. I consider this appropriate until the University of Massachusetts is prepared to make such qualitative distinctions. An arbitrary cut-off point of grade point average is not only inappropriate but it is actively prejudicial and encourages departments and schools to admit mediocre candidates from mediocre institutions. The School of Education, however, remains totally willing to undertake with the Graduate School a reappraisal of our admissions policy. We appreciate your cooperation thus far and hope that it will continue as we seek to increase the quality of academic performance and preparation in the School of Education.

DWA:nk

cc: Associate Provost David Bischoff
Dean Mortimer Appley, Graduate School
Assistant Dean Norma Jean Anderson
Associate Dean Earl Seidman

Chapter 2
Section 2: The Admission and
Retention of Graduate
Students

An important fact to note is that the School of Education rejected more people who did meet traditional standards of the University than it accepted. Those figures are representative of the fact that the School of Education is looking for students who meet other standards. By use of personal interviews, phone calls, reading personal statements in the application forms, objective test results*, and the recommendations supplied by applicants, the School of Education is seeking to admit graduate students who are committed to innovation in education, and capable of keeping that commitment. There is no one method of admitting students, and the School is doing all it can to find better methods of admission; however at this point the methods of admitting students can be characterized as individualistic and based on the assumption that since its students appear to be far more innovative as they enter and leave this institution, than students admitted to other institutions by traditional methods, its admissions policies are

*The following figures represent scores for the Graduate Records Exam by Education applicants (A further breakdown of scores is not available at the present time.)

	Grade Point Average		V	Math	Advanced	
Applied	2.78		532	515	518	
Accepted	2.79	GRE'S	569	539	537	9/70
Enrolled	2.77		565	548	536	
Applied	2.70		532	503	510	
Accepted	2.71	GRE'S	533	512	531	1/71
Enrolled	2.74		534	510	529	

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Section 2: The Admission and

Retention of Graduate

Students

in agreement with its educational philosophy and the most appropriate at this time.

Levels of Admission

The procedure for admitting a student is for the Graduate School to receive applications, record them and send them to the School of Education. The School of Education then reviews applications and sends its recommendations to the Dean of the Graduate School for approval. In most cases the recommendations of the School of Education are accepted. Once a candidate has been admitted to a graduate level program, the School of Education internally decides with which center a student will work. This decision is based on student needs and the current membership in Learning Centers. The enrollment of graduate students is considered so high at the present time that a ceiling of approximately 20 new graduate students has been set for the spring semester 1972.

The criteria for admitting students is basically the same on all levels; however it is assumed that doctoral students will be qualified and desire to do research in the form of a dissertation. There is a provision for "provisionary" students. Students are given provisionary status if they do not have a Bachelor's degree but have proven to have the necessary formal or informal experience to seek a graduate degree. These students must have their advisor submit periodic reports of their progress and usually by the end of a semester submit a recommendation to remove the provisionary status.

Up until now there has also been a provision for "Special Students". Special students are students with a Bachelor's degree who wish to take graduate courses, but not in a degree program. They have been

Chapter 2
Section 2: The Admission and
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Students

admitted in the past by simply showing a desire to take courses for their professional development; however the status of special students is currently under review by the School of Education and may either be dropped or changed in a significant way during the next year.

Grading Practices

The School of Education has a policy of pass/fail grading and does not offer grades for any of its courses except on the Master's degree level. (The University requires that Master's degree candidates receive 15 hours of grade B or better in order to graduate.) Basically, the School of Education believes that grading systems do not adequately evaluate a student's work and that they encourage undesirable motivation for studying. Furthermore, grades do not reveal a student's professional competence. The quality of a student's work is determined by the students themselves, faculty advising committees and individual recommendations.

While the pass/fail system has seemed to alleviate many of the problems in a graded system, it does present other problems. The pass/fail system is considered by the School of Education as experimental in nature and as such is in need of evaluation and re-evaluation as part of this process, the School of Education has sent out the following evaluation questionnaire to all School of Education faculty members and is currently gathering the results which should be published by the time the visiting NCATE team arrives in Amherst.



The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

SCHOOL OF EDUCATION

December 6, 1971

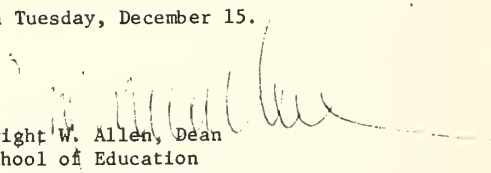
Dear Faculty Member:

As you know, the Faculty Senate of the University has requested that the School of Education prepare a report by February, 1972 based on the School of Education's experiences in using the pass/fail grading system. Dean Seidman has asked Horace Reed and Charles McMillan to prepare this report.

Attached you will find a questionnaire devised by Horace and Chuck. As well as being an instrument for assessing the pass/fail system, it represents an attempt to deal in depth with the problems raised by grades and grading systems in general.

This is a top priority item. We will appreciate your assistance by responding to this questionnaire. Please fill it out as soon as possible and return to Kathy Hynes or Cindy Fisher in Room 123.

This should be done no later than Tuesday, December 15.


Dwight W. Allen, Dean
School of Education

DWA:bjh

Attachment

A. In a previous study (Rojas, Spring, 1971) four instructional objectives were identified by School of Education faculty as being of major importance. They are listed below.

At the left of the list, please rank (where 1=highest) those that are most relevant to your teaching.

At the right of the list indicate (using the following key) a grading system that best encourages each of the ranked objectives. (they may differ). (A=A, B, C, D, F,; PF=Pass/Fail; CN=Credit/No Record; O=Other, Specify). (Note: If there is no grading system that "best" encourages a specific objective, write "none" in the right hand column.)

- | | | |
|-------|--|-------|
| _____ | a. Attain subject matter competency (acquisition of information). | _____ |
| _____ | b. Develop critical thinking processes (Intellectual skills). | _____ |
| _____ | c. Facilitate interest in subject matter, for self-motivation. | _____ |
| _____ | d. Discover the student's own needs, seek to facilitate self-growth, self-fulfillment. | _____ |
| _____ | e. Other (please specify) | _____ |

B. Grading systems have multiple purposes. Nine purposes are listed below.

On the left, rank (where 1=highest) any purposes that you consider important. Do not rank those purposes that you consider unimportant.

On the right, indicate (using the following key) a grading system that best facilitates each of the ranked purposes, (they may differ).

(A= A,B,C,D,F; PF=Pass/Fail; CN=Credit/No Record; O=Other, Specify)

- | | |
|--|-------|
| _____ a. To improve effectiveness of on-going evaluation. | _____ |
| _____ b. To reward those who perform well. | _____ |
| _____ c. To encourage exploration of new areas. | _____ |
| _____ d. To motivate students to enjoy and self-direct their learning. | _____ |
| _____ e. To motivate students to achieve. | _____ |
| _____ f. To facilitate student-faculty interaction. | _____ |
| _____ g. To maintain academic standards. | _____ |
| _____ h. To help in selection by graduate schools and employers. | _____ |
| _____ i. To provide a record of achievements. | _____ |
| _____ j. Other (please specify). | _____ |

c. The School of Education is now using the Pass/Fail grading system. For any of the purposes you consider important, rate how effectively you believe the pass/fail system is operating in your own teaching activities. (Note: do not rate those purposes you consider unimportant).

	<u>Degree of Effectiveness</u>			
	Very	Fairly	Barely	Ineffective
a. To improve effectiveness of on-going evaluation.	_____	_____	_____	_____
b. To reward those who perform well.	_____	_____	_____	_____
c. To encourage exploration of new areas.	_____	_____	_____	_____
d. To motivate students to enjoy and self-direct their learning.	_____	_____	_____	_____
e. To motivate students to achieve.	_____	_____	_____	_____
f. To facilitate student-faculty interaction.	_____	_____	_____	_____
g. To maintain academic standards.	_____	_____	_____	_____
h. To help in selection by graduate schools and employers.	_____	_____	_____	_____
i. To provide a record of achievements.	_____	_____	_____	_____
j. Other (Specify)	_____	_____	_____	_____

D. Check which grading system comes closest to your preference for the School of Education.

- ☐ a. percentages (100, 99, 98, etc.)
- ☐ b. A, AB, B, BC, C, CD, D, F
- ☐ c. Pass/Fail
- ☐ d. Credit/No Record
- ☐ e. Other (specify)

E. If, when all is said and done, the choice boils down to retaining P/F or returning to A B C D F which system would you prefer?

- ☐ P/F
- ☐ A, B, C, D, F

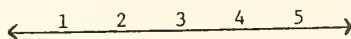
F. If there is a choice between Pass/Fail and Credit/No Record, which system would you prefer?

- ☐ P/F
- ☐ CR/NR

G. In the assessment of each student's performance, mark the point on each continuum that reflects your attitudes:

1. For making on-going evaluations (papers, conferences tests, reports, projects, etc.);

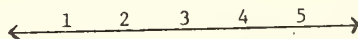
Compare each student's performance with standards, such as other students' performance, instructor's standards, standardized tests, institution's standards.



Compare each student's performance with that students' previous performance, and/or of expectations of the student's performance level.

2. For the final record (A,B,C,D,F; Pass/Fail;Credit/No Record);

Compare each student's performance with standards, such as other students' performance, instructor's standards, standardized tests, institution's standards.



Compare each student's performance with that students' previous performance, and/or of expectations of the student's performance level.

"Selective Retention" and

Status of Graduate Candidates

The School of Education has relied on its advisory system and student self-analysis as the basic method of retention in a graduate program. Master's degree people have one graduate faculty member serving as their advisor and doctoral students have 3 graduate faculty members serving as advisors on doctoral committees. One method the School has used to determine if its evaluation process is successful is by means of following up on its graduates to see if other institutions find our graduates desirable. In spite of the difficult job market, our follow-up study (to be presented in Chapter 4) has provided significant evidence to support our evaluation process.

Planning of Individual Programs

Students enrolled in the various graduate programs at the School of Education plan their programs on an individual basis with their advisor, if they are Master's or CAGS candidates, and with their doctoral committee, if they are doctoral students. The specific course work a student will follow is completely negotiable and is likely to be different for each student. The individualized nature of program planning is indicative of the whole nature of the graduate programs at the School of Education and has been described in the Introduction to the Graduate Programs. The following "Guidelines" and procedural "steps" are presented to doctoral students when they begin their doctoral programs:

Chapter 2

Section 2: The Admission and Retention of Graduate Students

Guidelines

for

Regular Doctorate Students and Their Committees

Guidance Committee

As soon as possible after his arrival on campus, the candidate will ask three faculty members to serve as his Guidance Committee. The Chairman of the Committee, who must be a member of the University's Graduate Faculty, will serve as the candidate's Major Advisor. As soon as the Committee is formed, the candidate will inform the Director of Graduate Study (D.G.S.) in writing of its composition (Form #1).

The student will discuss with the Committee his past academic record and experience, and together they will outline a plan for the future. The Guidance Committee will develop with the student all aspects of the program he will follow to satisfy requirements for the doctorate. Typically the degree requires at least three years of study beyond the bachelor's degree. As soon as the projected program is agreed upon, the candidate will file a copy of it (Form #2). This Plan of Study will include all post-baccalaureate courses and other experiences completed as well as anticipated to prepare the candidate to take his Comprehensive Examination. The contract is a flexible one and as time goes on, it may be amended by joint agreement of the parties who have signed it, the candidate, the Committee and the D.G.S.

It is important that the relationship between the student and his Committee be one of mutual trust and respect. The student must be willing to accept advice from his Committee, and the Committee must be sensitive to facilitating the program of study which the student thinks would be most profitable for him. Any change in the composition of the student's Committee should be discussed and recorded with the Director of Graduate Study (Form X).

All doctorate students must complete the equivalent of at least one academic year of full-time study at the University. The year of residence may be satisfied only by the student's physical presence on campus for two consecutive semesters, either a fall-spring or a spring-fall sequence.

In Education doctoral students are considered to be part of the School's instructional staff, with some part of their program devoted to teaching and/or research. They will serve a supervisory-advisement role for undergraduates, teach seminars to undergraduates and sometimes to other graduate students, and be a major part of the planning and decision-making process in instructional matters. It is likely that a major component of each student's program and a source of much of its strength will be the student's opportunities to learn through teaching.

Chapter 2

Section 2: The Admission and Retention of Graduate Students

Comprehensive Examination Committee

When the Guidance Committee by unanimous vote agrees that the candidate is ready to take his Comprehensive Examination, the candidate will choose a Comprehensive Examination Committee and notify the D.G.S. in writing of its composition (Form #3). His Comprehensive Examination must be passed no later than eight months before the candidate completes work on his degree. At least three members of the Comprehensive Examination Committee must be faculty members, at least one of whom is a member of the Graduate Faculty, at least one of whom has been a member of the Guidance Committee, and at least one of whom is affiliated with a Center or Department not the candidate's. One of the four members may be an appropriate doctoral candidate. Well in advance of the examination, the candidate will meet with his Comprehensive Examination Committee as a body and together they will determine both the scope and format of his examination, at least part of which will be oral. At least one month before it is scheduled to take place, the candidate will file with the D.G.S. a Form #4 signed by all members of his Comprehensive Examination Committee outlining the substance and form agreed upon for the examination. At least ten days before the exam, the candidate will notify (Form #5) the D.G.S. of the time, place and date it is scheduled. A tape will be made of the exam if it is oral and the tape returned in to the D.G.S. When the candidate has completed his Comprehensive Examination, the Chairman of the Committee will notify the D.G.S. in writing of the result of the examination (Form #6). Such notice will be signed by all members of the Committee.

Dissertation

After successful completion of his Comprehensive Examination, the candidate will choose a Dissertation Committee consisting of at least three members of the University's Graduate Faculty, of whom at least two shall have full-time appointments in the School of Education. At least one member of the Dissertation Committee must either have an appointment outside the School of Education or have a major affiliation in the School of Education outside the candidate's own Center. Normally the three members of the candidate's Guidance Committee will continue to serve as members of the candidate's Comprehensive Examination Committee as well as his Dissertation Committee. The student will then notify the D.G.S. in writing of the composition of his Dissertation Committee (Form #7).

Initially the student will develop a Dissertation Outline, which he discusses and has approved by the Dissertation Committee before beginning any extensive work on the Dissertation itself. The student should file with the D.G.S. three copies of his Dissertation Outline, signed and approved by each member of the Dissertation Committee.

A dissertation must be on a topic in the field of the candidate's major subject, and must indicate that its writer possesses the ability and imagination necessary to do independent, constructive thinking. The objective should be to make a contribution to knowledge. When completed, the

Chapter 2

Section 2: The Admission and Retention of Graduate Students

dissertation should be of a quality worthy of publication. The dissertation in its completed form will be judged largely upon the ability of the author to review the literature and reach defensible conclusions, to formulate a problem, plan a method of attack, and work out a solution and to summarize his material and draw conclusions. The quality of the writing and the presentation of the results of the study will also be important factors in the evaluation.

The Committee will have direct charge of all matters pertaining to the dissertation. The dissertation must have the unanimous approval of this Committee and the approval of the Dean of the School of Education before arrangements are made for the Final Examination for the degree.

While it is desirable to secure as much uniformity of style in dissertations as is practicable, different disciplines have worked out distinctive research styles which should be mastered by the student whose life work is to be in the discipline. To achieve as much uniformity as is practicable, it is expected that a candidate will use either the A.P.A., M.L.A., or University of Chicago style manual. However, any area or center may specify a substitute standard.

For details on the preparation of the manuscript, candidates should see the Graduate Catalogue of the University.

Final Examination

The Final Examination will be scheduled no sooner than eight months after the Comprehensive Examination has been passed and after all members of the Committee and the Dean of the School of Education have approved the dissertation. It will be at least partly oral and will be conducted by the Dissertation Committee primarily upon, but not limited to the contents of the candidate's dissertation. The oral examination is to be conducted by an Examining Committee to consist of the Dissertation Committee, and one other member of the School of Education graduate faculty to be appointed by the D.G.S. for the Dean of the School of Education. In order to pass, the candidate must receive the unanimous vote of the Dissertation Committee. Not more than one dissenting vote shall be allowed in the total Examining Committee present.

Notes

The attention of candidates and faculty is called to an explanation of University-wide requirements for all doctoral degree recipients contained in the Graduate Catalogue, in the section titled "General Information: Requirements for the Doctoral Degree." Attention is also directed to the Faculty and Student Handbook on Graduate Degree Requirements issued by and available at the Graduate School.

Procedures, it should be noted, are always subject to change. For example, at the present time the addition of a student-member to the Guidance Committee, the possibility of a Ph.D. degree and changes in the nature of the Comprehensive Examination are among matters being discussed.

September 1, 1971

Chapter 2

STEPS IN THE DOCTORAL PROGRAM

Section 2: The Admission and Retention of Graduate Students

- ... Receive a letter of admission to doctoral program from Graduate School assigning your Initial Advisor.
- ... Arrange your first semester program with your Initial Advisor before or upon your arrival.
- ... During first full semester, settle on major area(s) of interest and ask three faculty members to serve as your Doctoral Guidance Committee. File Form #1 (Formation of Doctoral Guidance Committee).
- ... With your Doctoral Guidance Committee draw up a projected Program of Study, one which will lead to the expertise later to be demonstrated in a Comprehensive Examination. File Form #2 (Doctoral Program of Study).
- ... Meet periodically with Committee as a whole and individually. At least two months before it is to take place, form your Comprehensive Examination Committee and file Form #3 (Membership of Comprehensive Examination Committee). Work out with this Committee as a whole the form and substance of your Comprehensive Examination. At least one month before the examination, file Form #4 (Form and Content of Comprehensive Examination). At least ten days before the examination, file #5 providing the time, date, and place of the exam. Arrange for audio-taping the examination.
- ... After the examination file Form #6 signed by committee members giving result of exam and give tape to Director of Graduate Studies.
- ... Form Dissertation Committee (three members of Graduate Faculty) and file Form #7.
- ... Draw up a Dissertation Proposal, signed and approved by all members of the Dissertation Committee and file two copies of it and 3 copies of Form #8. (Dissertation Proposal).
- ... Write dissertation under supervision of Dissertation Committee.
- ... After the Dissertation Committee has given it tentative approval, determine time, date, and place of Final Oral Examination and file Form #9. Final Oral Examining Committee consists of Dissertation Committee as well as an appointee of the Dean of the Graduate School and an appointee of the Dean of the School of Education. At exam, have committee sign Form #10 and file immediately.
- ... Requirements completed (no sooner than eight months since passing of Comprehensive Examination).

Notes: On-campus residence requirement may be satisfied by any two consecutive semesters of full time study.

While no specific number of credit hours are prescribed, a candidate is generally expected to have completed 90 credit hours or the equivalent beyond the bachelor's degree.

Candidates should be familiar with the School of Education's Guidelines For Doctoral Candidates and their Committees as well as with the Graduate School's Catalogue and Faculty and Student Handbook on Graduate Degree Requirements. Each of these contains vital information.

August 14, 1970

Date _____

Formation ofDoctoral Guidance Committee

From: _____ (Candidate)

To: Dean of Graduate School
via Director of Graduate Studies (School of Education)The following faculty members have agreed to serve as my
Doctoral Guidance Committee.Signed: _____ (Chairman)
_____ (Member of Graduate Faculty)

(Candidate) signed

* Please print or type full names and titles under signatures.

APPROVED

APPROVED

Dean, Graduate School_____
(Director of Graduate Studies
School of Education)Note: Two copies to be filed with the Director of Graduate Studies
(School of Education) before the end of the candidate's first
full semester of study.

DOCTORAL FORM #2 Section 2: The Admission and Retention
of Graduate Students
DOCTORAL PROGRAM OF STUDY *

Student's Name and Address _____

Degrees Earned _____

B.A. or B.S. _____

Place _____

Date _____

M.A. or M.S. or _____

Place _____

Date _____

M.Ed. _____

Admitted to Doctoral program, University of Massachusetts _____

Major Field(s) of Study in Doctoral Program _____

I. Anticipated date of comprehensive examination _____

Anticipated area of dissertation _____

II. Period in which residency requirement is satisfied (full-time student at least
2 semesters, fall-spring or spring-fall sequence) _____

Three copies to be filed with the Director of Graduate Study before the end of the
candidate's first full semester of study.

DATE _____

Chapter 2

Section 2: The Admission and Retention
of Graduate Students

- III. Course work and experiences prior to admission but applicable to the
doctoral program

<u>Date</u>	<u>Institution</u>	<u>Course No.</u>	<u>Title</u>	<u>Credits</u>	<u>Grade</u>
-------------	--------------------	-------------------	--------------	----------------	--------------

- IV. Program of Doctoral Study (courses, tools, and experiences to complete work-
exclusive of dissertation). List courses by number, with instructor and
credits. Use reverse side or attach materials as necessary.

- V. Rationale for program of study. Explain the bodies of knowledge, skills and competencies which the program is designed to equip you with and which your comprehensive examination will largely be based.

Approved (Advisory Committee)

Chairman

Date

Student Signature

Date

Date

Director of Graduate Study

Date

Date

DOCTORAL FORM # 3

MEMBERSHIP OF COMPREHENSIVE

EXAMINATION COMMITTEE

DATE _____

FROM: _____ (Candidate)

TO: Director of Graduate Study

The four members whose signatures appear below have agreed to serve
as my Comprehensive Examination Committee.

Type Full Name and Title

Signature

One copy to be filed with Director of Graduate Study, at least two months before
the examination.

Signed _____
(Candidate)

Date _____

Form and Content

of

Comprehensive Examination

To: Director of Graduate Study

The four members of the below named Comprehensive Examination Committee
for _____ have met as a group with him to
discuss the form and content of his examination and agree to its conduct
as described in the attached materials.

SIGNATURES

_____ Candidate
_____ Chairman of Committee

THREE copies to be filed with the Director of Graduate Study at least one
month before the examination is to take place.

COMPREHENSIVE EXAMINATION
(Time, Date, and Place)

Date _____

FROM: _____ (Candidate) _____ (Signed)

TO: Director of Graduate Study

SUBJECT: Comprehensive Examination

My Comprehensive Examination will take place at _____
Time

on _____ in _____
Date Place

Members who have agreed to serve on the Committee are:

1. _____, Chairman
2. _____
3. _____
4. _____

One copy to be filed with the Director of Graduate Study at least ten days
before the examination is to take place.

N.B. Oral comprehensive are to be tape recorded and the tapes turned in with
Form #6 (Result of Comprehensive Examination).

DOCTORAL FORM #6 Chapter 2
RESULT OF Section 2: The Admission and Retention
of Graduate Students
COMPREHENSIVE EXAMINATION

From: Chairman of Comprehensive Examination Committee Date _____
To: Dean of Graduate School
via Director of Graduate Studies (School of Education)

Mr.
Mrs.
Miss _____
(Candidate)

on _____ was administered his/her Comprehensive
(date of examination)
Examination. It was the decision of the Committee that he/she

_____ passed
_____ failed
_____ other (explain)

SIGNED _____ Chairman

Please print or type full names under signatures.

APPROVED

APPROVED

Dean, Graduate School

Director of Graduate Studies
School of Education

Note: Two copies to be filed with Director of Graduate Study (School of Education) within three days after taking of Comprehensive Examination.

DOCTORAL FORM #7 Chapter 2
FORMATION Section 2: The Admission and Retention
OF of Date _____
DISSERTATION COMMITTEE Graduate Students

FROM: _____ (Candidate)

TO: Dean of Graduate School
via Director of Graduate Studies

The three below named members of the Graduate Faculty have signed below, agreeing to serve as my Dissertation Committee.

<u>Type Full Name and Title</u>	<u>Center</u> (or Dept. if not Educ.)	<u>Signature</u>
_____	(Chairman)	_____
_____		_____
_____		_____

The subject of my dissertation will be located in the general area of _____.

Signed _____
Candidate

Approved _____
Dean, Graduate School

Approved _____
Director of Graduate Study
School of Education

Note: Two copies to be filed with Director of Graduate Study (School of Education) after Comprehensive Examination has been passed and before a Dissertation Proposal is made.

DISSERTATION PROPOSAL

Date _____

From: _____ (Candidate)

To: Dean of Graduate School
via Director of Graduate Studies

Attached are three copies of my dissertation proposal, each signed
on the title page as approved by the three members of my Dissertation
Committee.

SIGNED _____
(Candidate)

APPROVED _____
Dean, Graduate School

APPROVED _____
Director of Graduate Study
School of Education

Note: Three copies to be filed with Director of Graduate Study before
formal work on dissertation is undertaken.

Except in extraordinary circumstances the proposal should be
filled and accepted at least six months before the dissertation
is completed.

Chapter 2
UNIVERSITY OF MASSACHUSETTS Section 2: The Admission and
Retention of Graduate
Students
MEMORANDUM

Director of Graduate Studies Date August 6, 1971

Doctoral Students

Degree Requirements - Addendum to Form #8

As you near completion of your program I wish to call your attention to steps you should be prepared to take after you pass your Final Oral Examination. On pages 25-34 of the Graduate Handbook (available at Munson Hall) are listed five final steps you must take before you receive your degree. They have to do with procedures for binding and filing copies of your dissertation, microfilming, filing an abstract, signing an Agreement Form which deals with the question of copyright, and providing a \$30.00 check to University Microfilms.

These and other matters all take time and can be complicated. I urge you to leave at least one day after you have finished your Final Oral and signed the Notification of Eligibility for Degree form in our Office of Graduate Studies to complete your business with the Graduate School in Munson Hall. Dr. Henry Tragle there is the knowledgeable person in this area and is most willing to discuss these matters with you at any time, prior to or after your Final Oral. See him if you have any question on these protocols. In any event I urge you not to take off immediately after your Final Oral if you expect to get your degree at the next degree award date.

DOCTORAL FORM #9

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

Date _____

FROM: _____ (Candidate)

TO: Mortimer H. Appley
via Director of Graduate Studies

My final oral examination (on the dissertation and other topics)
will take place at _____ on _____
Time Date
in _____
Room Building

Chairman of my Dissertation Committee is _____

Title of the Dissertation _____

All members of the Dissertation Committee can attend the Examination
and agree that the dissertation is completed and in a form ready for presentation.

Signed _____
Chairman of Dissertation Committee

Signed (Candidate)

The below named member of the Graduate Faculty of the School of Education
has agreed to serve as the Dean of the School of Education's representative
on the Final Oral Examining Committee. He will review the dissertation and
be present at the examination.

Approved _____
Director of Graduate Studies
School of Education

Approved _____
Dean, Graduate School

Two copies to be filed with Director of Graduate Study at least three weeks before
the examination. This deadline must be observed or the examination cannot take
place.

DOCTORAL FORM #10 Chapter 2
Section 2: The Admission and Retention
RESULTS OF FINAL ORAL EXAMINATION of Graduate Students

FROM: Final Oral Examination Committee
TO: Mortimer H. Appley via Director of Graduate Studies
SUBJECT: Final Oral Examination

This is to inform you that the below named committee administered a
Final Oral Examination to _____ toward the Ed.D.
degree on _____ candidate
date _____ and has reached the decision he
passed/failed. Members of the Committee and their votes are recorded below.

Dissertation Committee	Vote
_____, Ch.	_____
_____	_____
_____	_____
Others	
_____	_____
_____	_____

Please print or type full names under signatures.

Immediately after the examination two copies of this form are to
be filed with the D.G.S., who will inform the Graduate School. Candidates
should then fill out a "Notification of Eligibility for a Degree" form
available from secretary to the Director of Graduate Study (School of
Education).

APPROVED _____
Mortimer H. Appley
Dean, Graduate School

APPROVED _____
Director of Graduate Studies
School of Education

CHANGE OF COMMITTEE MEMBERSHIP

DATE _____

FROM: _____

TO: Director of Graduate Study

I wish to change the composition of my Guidance/Comprehensive/
Examination/Dissertation/Final Oral Examination Committee (cross out those
which do not apply). The Committee is currently composed of the following.

_____ Chairman

The new committee will be composed of the following:

_____ Chairman

All of the above faculty have agreed to the change.

File one form with Secretary to the
Director of Graduate Study,
School of Education.

APPROVED

Signed (Candidate)

Director of Graduate Study

General Profile of Graduate Students

Except for the tests results already presented in this report, the general profile of graduate students in the School of Education cannot be made in terms of objective evaluations. The key word in a general profile would have to be "diversity." Diversity in terms of past experience, regional background, ethnic and religious background and professional goals. Even though it can be stated that graduate students in the School of Education are committed to innovation in education, the specific direction that commitment will take is as diverse as the student body and faculty. The School of Education has consciously built the concept of diversity into its faculty and student body makeup, course offerings and program offerings. The philosophy behind this diversity is that constructive educational change can only result from the coming together of diverse resources. In other words, the potential for change is directly correlated with the combination of human and logistical diversity of an institution.

Chapter 2

Section 3: Instructional Resources for
Advanced Programs

Section 3. Instructional Resources for Advanced Programs

(See Section 3, Chapter 2 of Basic Programs)

Chapter 3

INFORMATION ABOUT ADVANCED PROGRAMS

Section 1. Common Program Elements - Advanced Programs in Teacher Education.

The development and offering of advanced teacher education programs has been guided by educational concepts of diversity, individualism, experimentation and quality.

It has already been stated in discussing admissions policies that the School of Education has made a conscious effort to create a diverse institution by means of a diversity in its student body, faculty, course offerings and program offerings. We feel it is through this diversity that innovation can occur.

The concept of individualism is closely related to the concept of diversity. The concept is reflected in the nature of our admissions policy, our grading procedures, our advising procedures and lack of common requirements. It is also reflected in the faculty recruitment policy (described earlier) of hiring individuals rather than filling slots. It is a concept based on the belief that most people are best qualified, with some guidance, to determine their own needs and that for an institution to truly encourage individualism it has to be individualistic in all of its parts. Furthermore, it is based on the belief that institutions that have been stifling individualism in its students and faculty for the past years have also been stifling the very critical need for change and innovation in our schools.

Experimentation, and the right to fail, is a third component dominating the concepts behind the development of the School of Education's advanced teacher education programs. The student body, faculty and administration

Chapter 3

Section 1: Common Program Elements- Advanced Programs

are encouraged to be experimental in an attempt to discover new and better methods of education. As any scientist knows, most successful experiments are preceded by many earlier failures. In fact many discoveries have been made from "failures." Therefore, the School of Education does not put a stigma on failures in experimentation. Experimentation is especially necessary in education today because we do not have the answers that are so critically needed to save our schools.

The final component guiding the School of Education in the development of its teacher education programs is "quality", that is, the right to failure does not presume a lack of quality. To the contrary the three components mentioned above are based on the presumption that students, faculty and administrators alike are of a calibre in terms of experience, training and goals that would insure a high degree of success. The components described here are all related to each other and permeate the fabric of the institution. Without this relationship they would not have the positive effect we think they do.

Policies concerning: Humanistic and Behavioral Studies

Theory with Practice

Academic Component

Research

The School of Education's policy on the areas mentioned above is that a future leader in education should have a background in those fields; however if he already has that background or should get it at the School of Education is completely negotiable and to be determined by the advising procedures described in this report. In many cases students choose a course of study leading to certification or accreditation and

therefore are required to take the necessary courses in the above mentioned areas. In the case of doctoral students, it is expected that they will follow a course of study leading toward a dissertation in their area of specialization. In all cases, the program that an individual student follows is designed so that it will facilitate the strongest professional training he can possibly attain.

Supporting Fields

In almost all cases students receiving graduate level degrees where a supporting field is involved can take their course work in the University department which offers graduate degrees in that field. In the rare case that a student could not find graduate level course work in his supporting field he would either have to get it elsewhere, redefine his program or drop out of the School of Education. The Graduate School Bulletin illustrates the wide variety of graduate level course work and degrees offered by the University of Massachusetts that can be considered "Supporting Fields."

Policies on Graduate Level Courses

The School of Education has a policy of 500 to 700 level courses being primarily for graduate level students. However, many courses are given both undergraduate and graduate level numbers because of their value to students on any level. Since there are no specific requirements for doctoral level students, they may take any courses agreeable to the advisor or doctoral committee; however in some cases they are required by the professor teaching a course primarily for undergraduates, or by their advisors, to do some form of extra work in the form of a paper, talk, experience, etc. in order to receive credit.

The School of Education has a policy of 700 to 900 level courses being

Chapter 3
Section 1: Common Program Elements-
Advanced Programs

for graduate "degree" students only; however, undergraduates can receive special permission to take these courses. These courses are so designated either because of the research, experience or academic background necessary to participate in them.

Program Review

The courses offered by each Learning Center, as well as special programs and projects, are under constant review. In the event they are found to be poor in quality or not to meet the needs of the student body they will either be changed or dropped. Many new courses are offered by the School of Education each semester as a result of this review or the addition of new faculty. The major quality control the School of Education has for its course offerings is the excellence of its faculty and student body.

Additional Information

Marathons

During the academic years 1970/71, the School of Education, through the office of the Associate Dean for Special and Off-Campus Programs, sponsored its second annual two educational "Marathons". An educational marathon is a week-long event when most classes in the School are cancelled in favor of a wide range of intensive experiences focusing on the problems and potentialities of educational change. Marathons benefit the School in several ways: they allow faculty and doctoral students to schedule special learning experiences to supplement their regular course material and at the same time allow for a great number of events outside of the standard curriculum. Participation in marathon events gives UMass students an opportunity to earn academic (modular) credit for activities outside the

Chapter 3
Section 1: Common Program Elements-
Advanced Programs

usual classroom and course structure and gives students a chance to interact directly with a great many UMass faculty, thus facilitating advisement and future course choices. Perhaps most importantly educational marathons allow the School of Education to open its doors to interested students, teachers, parents and school and college administrators and others from throughout Massachusetts and beyond in order to mutually explore educational concerns shared by all.

The fall marathon--"SomethingElse '70"--was held at the School from November 16-20. It featured some 500 events--seminars, lectures, films, plays, demonstrations, workshops, and a mock trial--all organized around the theme "Alternative Futures in Education."

The spring marathon--"Alternative Schooling in an Urban Society"--was held from April 12-16 and was similar in format and participation numbers to the fall marathon. Special features of the spring marathon included a day devoted to considering the special problems and potentials of urban education and a special preview of the undergraduate teacher education programs operationalized in the fall of 1971.

The School of Education has sponsored another Marathon this semester (fall) and is planning to sponsor another one during the spring. The following program is a sample of the type of experiences one may have in a marathon.

SUMMER WORKSHOPS

During the summer of 1970 the School of Education sponsored six workshops. These workshops were coordinated through the office of the Associate Dean for Special and Off-Campus Programs. These workshops were attended by teachers and school administrative personnel from Massachusetts and other states.

1. Outward Bound Educators Course. 36 participants, July 15-August 15. The Outward Bound workshops combined an intensive twenty-six day set of experiences in a wilderness setting--designed to promote self-awareness and self-growth through exposure to hardship and danger--with a five day intensive follow-up seminar to study ways to transfer many of the concepts and methods of Outward Bound's "experiential" form of education to the classroom

2. Innovations in Education. 53 participants, July 6-17
A two-week, three phased workshop which offered preparation for assuming a flexible schedule, differentiating a teaching staff or conducting an in-service micro-teaching clinic. The workshop itself was flexibly scheduled in that participants could register for either one or two phases, and form their own program sequence by choosing appropriate modular offerings such as team teaching, open labs, performance curriculum, logistics of micro-teaching clinics, use of para-professionals, teaching supervision, use of Flanders Interaction Analysis, and computer-assisted instruction. Resource centers and resource personnel on demand were also available to participants.

3. Manhattanville Music Curriculum. 12 participants, July 13-25
The Manhattanville Music Curriculum Workshop was sponsored jointly by the

School of Education and the Music Department. It provided practical experience with contemporary music and musically creative techniques as well as contemporary educational principles and classroom strategies based on the Manhattanville Music Curriculum Program sponsored by the Arts and Humanities Division of the U.S. Office of Education.

4. New Methods of Evaluating Student Achievement: Comprehensive Achievement Monitoring. 38 participants, June 22-26. The workshop was designed to teach teachers and other educators all the skills of new methods of evaluation. Such skills included: knowledge of the definition of curriculum objectives and structure, skills of preparing and pilot testing achievement test questions, techniques of analyzing and interpreting evaluation results, procedures for designing an evaluation to gather information necessary for decision making, and awareness of the uses of computer technology in analyzing the reporting evaluation results.

5. Distributive Education. 20 participants. June 8-9. This workshop was offered primarily for high school and junior college teachers and coordinators in distributive education and covered such topics as the selection and guidance of students, cultivation and evaluation of distributive businesses as training stations, instructional materials and equipment, and design of the classroom laboratory.

6. Workshop in Environmental Education. 40 teachers and some 25 secondary students, July 13-17 and July 27-31. The workshop was designed to stimulate innovative approaches to environmental education and to encourage participating teachers to assume leadership in their respective schools in promoting and developing curricula, in all subject areas, which are more consistent with our growing environmental crisis.

MARKS MEADOW SCHOOL

The Marks Meadow School is the lab school for the School of Education. As such, it provides an invaluable resource for the putting into actual practice many of the innovations being created at the School of Education. The Marks Meadow School has made some significant changes in the academic year of 1970-71. A new program, a new look, and a new principal made this a year of change. The "new program" refers to the development of differentiated staffing, vertical grouping, and team teaching patterns throughout the school as part of our movement toward truly non-graded, individualized learning. The "new look" refers to the interior remodeling which facilitates the new program. Over the summer many interior walls were removed and carpeting installed to provide large, usable spaces for our four teams, the Early Childhood Team, the Primary Team, the Beginning Intermediate Team, and the Intermediate Team. The new principal is Mr. Michael Greenebaum, replacing Mr. Joseph Cebula, under whose leadership the development of the new plans took place.

Visitors to Marks Meadow on a Friday afternoon would see groups involved in woodworking, leather working, marionette making, sewing and knitting, cooking, wrestling, playing the piano and violin and working with computers. Additionally, visitors observed the remarkable integrated arts workshop called "Lollipop" as well as a variety of hobby-centered groups.

Marks Meadow has both benefited from and contributed to the activities of the School of Education. It has provided responsible professional supervision for teachers-in-training, both assigned interns and students doing special projects for their methods courses. In return, children have received specialized individual instruction in math, reading, and science, as well as special programs in the development of human relationship

skills. In return for the training of novice teachers in the area of math, Marks Meadow teams have each received complete sets of math manipulatives to help in the development of mathematics concepts. As the year progressed the School of Education and Marks Meadow personnel began discussing the development of a program to teach children the use of computers. This program was introduced into the Learning Fair and will be integrated into the regular curriculum.

Several important things did not change during 1970-71. The dedication of Marks Meadow's able and experienced staff, the commitment to responsible innovation, and the focus upon the child as an individual remain the foundations upon which the educational program is built. We can look forward to 1972 secure in these foundations.

THE COOPERATIVE SCHOOL SERVICE CENTER

During the summer of 1970, CSSC organized a study of recognized needs of school systems in Western Massachusetts. Supported by funds from Continuing Education, two graduate students interviewed superintendents getting both their suggestions and their reactions to suggestions made by others. It was assumed that these visits would have two effects, i.e., provide a guide to direct CSSC efforts along lines chosen by the schools, and, to make personal contacts which would be valuable. In neither instance were the efforts entirely successful. Some of those topics which had appeared to be of paramount interest in the summer drew little or no response in the fall while others which seemed inconsequential before school opened in September became intriguing soon thereafter. While all reports of initial visits were good, they invited further visits which resources did not allow.

The summer study introduced efforts in the fall which can be summarized as follows:

1. A revision of publication schedules in which the usual three issues of Trend magazine were reduced to a single spring issue which was devoted to the growth of futuristics as a field of study. (See appendix #8 for a special Trend issue (1969) on the School of Education).

Four newsletters were sent to all administrators and teachers in the area with format and content designed to attract teacher leadership. Its most important hope lay in its use as a vehicle through which teachers learned of interesting happenings in nearby schools where they could find encouragement for their own innovative impulses. For both publications representatives in the schools and colleges have been identified. They have been invited to serve both as correspondents and as editorial advisors. Some have functioned - more found this invitation to be one too many.

2. A variety of workshops were organized to serve teachers and/or administrators addressing such topics as Planned Program Budget Systems, Motivation and Leadership for Implementing Change in Schools, 21" Classroom, Ecology, Use of Computers, Problems of the Custodian (for custodians), Students' Rights, Teachers' Rights, etc. There is room for substantial expansion of this service if the cost can be kept low and if news of their existence can be communicated to teachers.

3. CSSC working through Continuing Education can be a powerful force in carrying the resources of the University to the schools in a form which benefits children while contributing to both institutions. As with the workshops, courses designed to fit the needs

of a particular school system are likely to be more effective than those set either to satisfy a generalization of school needs or the demands of a recognized academic discipline. Two such efforts this year have been highly successful - one fell before too great a burden of administrative detail. The successes provided a study of elementary school curriculum and the other a study of the teaching problems which arise when a school moves from traditional grammar to a linguistics approach.

4. Following work done in a previous year, CSSC maintains its consultant registry. In this library of talent may be found expertise to which schools may turn whenever their problems might be benefitted by an invitation to an outside expert to come, to look, to analyze, and to recommend. This seems to be a service all should use but it is at the same time, unhappily, one which School Committees have not used.

Since CSSC is a creature of schools systems which pay dues for membership - and at the same time a creature of the University, it is appropriate to comment on this relationship. Briefly the school systems contribute their dues to its operation. The University contributes the time of the Executive Secretary, the time of his secretary, a graduate assistant, office space and equipment, and mailing and telephone costs. The control of CSSC rests in its membership usually expressed through its Executive Committee. In view of the fact that the Commonwealth is the beneficiary of this organization in so far as it contributes to the education of its young, no measuring of contribution from one or another sector is pertinent. All of us are by choice devoted to better education of the young.

Chapter 3

Section 1: Common Program Elements- Advanced Programs

Membership in CSSC has been opened this year to include the non-public schools. Only a few have responded, but those few open a door which may become a base for a better understanding of alternative schooling within the state.

THE JOINT CONFERENCE ON TEACHER EDUCATION, MARCH 9-11, 1971

During the early weeks of spring semester, 1971, through the efforts of Dr. William Fanslow a committee of doctoral candidates was assigned to visit each of the state colleges that had departments of teacher education. They were charged with finding the answers to two questions: 1) Would you be interested in attending a conference that included representatives from all of the state institutions responsible for teacher education; and 2) if the answer to the first question was affirmative, what topics would you like to see discussed at such a conference? All state colleges with the exception of one answered the first question in the affirmative. Their responses to the second question were carefully recorded by the visiting team and all of the items were reviewed and collated back at the University after all state colleges had been visited. As might be expected, there was a great deal of agreement between the schools as to what they perceived as problems and wanted to see discussed at such a conference. The nine items mentioned most frequently then became the basis for the program for the conference. Each item then became the topic for discussion at an hour and fifteen minute session. For each session, a chairman was appointed to serve as a moderator of the discussion and a presenter was also appointed for each session. The presenter was asked to develop a five or ten minute presentation to elucidate the problem at the present time. This was to serve as a stimulator for the discussion to follow.

A total of 56 administrators, faculty, and students participated in the three-day conference. They were all housed in the new hotel section of the Campus Center and all but one of the concurrent sessions were held in the Campus Center. The keynote speaker was Patrick McCarthy,

the Deputy Chancellor of the Board of Higher Education.

During the final luncheon on March 11, the participants were asked to evaluate the conference. During the course of one of the sessions, a number of suggestions were made for continuing the relationship which was begun at the conference and the form these future relationships should take. The results of this evaluation were extremely positive and there was no doubt that the participants desired a continuation of what has been started.

Since the conference in March, a delegate from each of the state colleges and one from the University have met formally to explore the form and function of a permanent organization. Another meeting is planned for late in September after the next academic year gets underway. There is a great deal of enthusiasm for creating a formal organization to deal with many of the problems which we have discussed informally at the last two meetings. While the meetings were intended to be organizational, we have on most occasions lapsed into discussing common problems and seeking solutions for them. This has been found to be extremely helpful to those who have participated.

At this point, we feel we have had a very successful convention. It has made apparent a need that has evidently been rather long standing, that is, to have a formal organization to consider problems faced by all of the state institutions involved in teacher education. We have had two meetings that have brought us closer to creating such an organization. We have made a proposal for assistance from the State to make this organization workable. There are presently plans afoot to continue this effort at the beginning of the school year in September, 1971. We will attempt to follow through on what has been begun and hope that a formal organization will be born out of this effort.

COMBATTING INSTITUTIONAL RACISM

There is one overriding issue from which the essence of the School of Education and all of its parts at the University of Massachusetts emanates - the use of education as an instrument of social change. On March 30-April 1, 1971, during a two day retreat held on Nantucket Island, members of the School of Education Faculty and Administrators met to develop a statement on using education as an instrument of social change. That statement plus a speech given by Dean Allen to open the first of two School of Education retreats on institutional racism follows. The solving of problems of combatting institutional racism are to be a major priority here until they are solved. The effort is still in its infancy and though we have begun to create the necessary mechanisms to combat institutional racism much work needs to be done. Next year will be a crucial year and will necessitate the involvement on a deep level of all undergraduate and graduate faculty and students. Even though we are optimistic about the future, we recognize the tremendous magnitude of the task at hand and look forward to an exciting but often depressing next few years.

Chapter 3
Section 1: Common Program Elements-
Achieving Contemporary Relevance Advanced Programs

We hold racism^{*} to be the central pathology of our time and the most challenging issue facing all social institutions. The damage created by not dealing with this issue has reached such alarming proportions that tackling the problem head on can brook no farther delay.

Since institutions function as the primary means of transmitting racism to the oncoming generation, Education, if it is to achieve contemporary relevance, must fully address itself to this issue by mounting a massive program and intervention designed to block the transmission of racism to the next generation.

Commitment to such a program means, at the very least, that no student undergraduate or graduate, will be allowed to finish his course of study without attaining a full understanding of this issue and how it has a bearing on his behavior and attitudes as an educator. At the most, commitment to such a program will require the School of Education to rearrange its priorities; it means modifying all the policies which govern our operations (ranging from admissions procedures to faculty recruitment criteria) and revamping our courses and Center offerings to reflect those priorities. Finally, it means allocating as many material and human resources as are required to get the job done.

Nantucket
31 March 1971

* We are presenting the definition of racism that will be in operation throughout our efforts. This definition of racism is the same that the Kerner report speaks of -- the racism that is a part of our daily American life.

Racism is the ingrained belief of the superiority of one race over other races. In America at this time in history, the White race is the dominant (superior) one and in a position of power. This power is used to oppress Blacks and other minority races and to maintain the status-quo.

Racism is manifested in institutions that work to the advantage of Whites and to the disadvantage of Black people and other racial minorities; whether those institutions and policies are consciously racist or unconsciously racist is not the issue.

RACISM RETREAT
SEPTEMBER 18, 1971

Speech

by

Dwight W. Allen
Dean, School of Education
University of Massachusetts

I think that I have some important things to say. I feel that they are important. Whether, in fact, they are important I guess only time and a later perspective will indicate. First of all, I would only represent that my remarks this morning are my own personal perspective from this day and a half. I have come to feel that there is a need to understand in its historical perspective the racist implications that have become an integral part of education and our society. It is far, far too easy to try and isolate out racism as a deceptive kind of entity and to try and deal with it in a vacuum. And the contributions, particularly of Mr. Playthell Benjamin, in this regard and that of Mr. Acklin Lynch this morning, to give us a perspective on racism and its context, is extremely important. Until we can understand how we got here, until we can understand the dimensions of what we are dealing with and the scope of what we are dealing with, we can hardly plot a satisfactory or powerful future course.

We must continue to ask ourselves, "What's in it for me?" We should be very pragmatic about it. Why should the white men give up his power position?

I think that there are some real answers. Some of those answers are embedded in moral, ethical, even spiritual concerns. Some of those answers are embedded in the simple state of survival. Some have to do with the quality of human life. Some of those answers have to do with my personal belief that, indeed, we can find mechanisms by which everybody can win, and that the success and comfort of one man need not depend upon the discomfort of another. I think ultimately the question as to what is in it for me has to be answered with the notion of the nobility of mankind, because man is a noble creature. And somehow the striving of mankind has to be seen as a series of efforts to overcome self-interest, vested interest, and the willingness to dispense with the interests of others. Though understandably, I think we saw a preoccupation with a black-white axis in terms of racism rather than recognizing the diversity of concerns with regard to institutional racism. It is the numbers game. It is also true that if you honor that argument, then 85 percent of the total population is white. And so it is 85 percent of 85 percent of 85 percent of 85 percent. It seems to me that as a School of Education our preoccupation must be with the success of all mankind, and to deny the legitimacy of the individual and the unique interest of any minority is to deny the essence of the humanity that we seek to deal with. But again, and I will speak more about this point later, that cannot be seen as a cop-out, as a way of avoiding a confrontation with the major axis of racism which is a black-white axis. We have to find ways, if we are to answer the question of what's in it for me, to deal with our preoccupations, to deal with our blind spots, to deal with our preferences, and to somehow reflect a broader base and a broader perspective on an enlightened self-interest. I think that we have to realize that racial awareness is the agenda of the total society.

It isn't simply the responsibility of the black man to educate the white man, or the black man to educate himself about his own traditions. It is the responsibility of the entire society to become aware of its diverse and plural backgrounds, interests, and aspirations. Our inclination towards racism must become a thrust toward combating racism. And the insidiousness and the encompassing nature of racism must become the preoccupation of the total society, certainly the total society in the School of Education.

A third principle I think we need to work toward in our agenda this year is to establish equity and not equality--to find a way to provide access to power and leadership to all members of the School of Education community, and indeed to perpetuate that leadership of the broader society. This should be done in terms of all the different and diverse groups, providing accesses and interrelationships in way that promote equity and not equality. As an example, if you put Mohammed Ali in the ring with some starving guy, and you say O.K., you are going to fight by the same rules. Mohammed Ali wipes up the floor with the guy, and so you peel him off the floor and ask him if he wants to go another round. You are still fighting by the same rule. Everything is equal. Somehow we have to recognize that in many cases, such as the illustration just given, equality can be a cause of racism.

Somehow we have to recognize that a fourth principle is that of unity in diversity--to recognize the power in diversity. We must appreciate the incredible people-power of this School because we are diverse on almost any dimension that you can choose to mention, and at the same time recognize that our diversity still is not sufficient.

At the same time that we recognize the power of diversity, we also must recognize the legitimacy of preference. Everyone doesn't have to like

everything, but hopefully everyone can have an appreciation of other's appreciations and preferences. So the legitimate concerns of our community can be addressed without violating the legitimacy of personal preference in terms of that aspect of racism that people wish to deal with, the way in which they wish to deal with it, and their own personal preference and concern. We have to recognize that there are alternative routes. And both the recognition that there are those routes and the responsibility to create alternative routes must become the preoccupation of our School. This suggests the general principle of finding new bases to define the standards of excellence. We not only need to destroy the grade point average as a basis of admission to our School, which we have done, but to destroy also the belief in grade point average as a legitimate basis for entrance into our School which is much more complex. There are still students who in their heart of hearts would like to score high on the Graduate Record Examination, even if we say that test scores are irrelevant. And to deal with that secret desire is a tremendously important and powerful psychological consequence of dealing with the issue of racism and feelings of inferiority along whatever dimension. We need to find new standards of excellence and recognize that destroying racist standards does not have as a consequence no standards, which again would be a racist position. If the only standards you can have are racist standards, that is a racist position. But to recognize that we can and will devote ourselves to creating new standards of excellence is what should be sought.

The final principle is the principle of our responsibility for diplomacy and interface. We must be the bearers of our new-found principles of education to others. We must find ways to interpret them to others within the University community, within the profession, within the context of the society,

indeed within the world context. We must recognize the importance of symbols. We are dealing in symbols and reality. Symbols cannot replace reality, but reality has an additional dimension; namely, the symbolic importance of an act cannot be underestimated when we are living in a time of transition when people are paying attention to such symbols.

Finally, I would hope that we could devote ourselves to exploring the deeper meaning of some superficial problems and superficial entanglements that can immobilize us. This you might say can be defined as a better basis for a course of action. Besides, we (and by we I mean all of us) are too easily intimidated by the perceptions of others, the rhetoric that we confront, and by all the various insidious kinds of pulls and tugs that come in on us as we seek to find a way to act that is legitimate. When we are uncertain and we take the first step and someone goes "Zap!" we may not be willing to take another step. And if, as we then venture forth again, get the rug pulled out from under us (we are prepared here and we get pulled out here), you know you only have to have that happen about three times--and you give up. So I think that the final principle that we have to deal with is the principle of preparation. We have to be prepared to do battle and recognize the issues on which that battle might take place. And I would like, as a way of illustrating this to cite another of what I call double-edge issues and actions--actions which at the same time might be cited as racist or non-racist. This is one of the ways that our waters become most troubled and our actions subject to the most pitfalls. If the very same action can be cited as an example of your doing business in combating racism and as an example of further racist behavior, you are in the middle of nowhere. And I say that as a part of our preparation; we have to find a way to negotiate that dichotomy. We

have to find a way to have an increased level of confidence about our actions so that we are not subject to this kind of nonsense which can immobilize us in very serious ways. Let me give you some examples--some I have already mentioned; for example, the whole issue of standards. We admit lots of minority students. People can say tisk, tisk, tisk, you've compromised the standards, and you can feel vulnerable about that. We have to recognize that the whole issue of standards is, indeed, double-edged. If we are so concerned about combating institutional racism, then any minority person who gains entrance into our School has an automatic ticket to a degree--that will be our undoing. So we have to not fear the application of standards. At the same time, the application of standards can become a racist excuse. That's the double kind. That's what I am trying to focus on. We have to somehow be so confident so that we can apply standards, even when we are wrong. But it is a racist thing to abolish standards. It is a racist to apply standards. That is the double kind. And that is our agenda--to be able to deal with this type of bind.

The whole notion of tokens and symbols can be another example. If we have a nigger up front, if we go out and recruit a specimen Indian so that we can say that we have Indians in our School, that is a negative, almost racist, notion. At the same time, if the token becomes a statement of purpose and dedication and the statement of their agenda whereby we will go beyond that token as soon as we can, that becomes a substantive issue and something which in my judgment is laudatory. How can you ever get to a diverse community if you don't start somewhere? And you have to start in terms of the student body, the faculty, in terms of the administration, and of the dimensions of ethnic, racial, gender representations, recognizing that they will be tokens

at first. So let us have confidence in ourselves that we will not feel flagellated and guilt-ridden by the fact that we will have tokens. Let us also not use tokens as an excuse not to do more. It is a double-edged issue.

Hope is a third issue. Genuine hope is powerful. False hope is deadly. And if we have become so caught up with ourselves that we give people an unreal hope as they join our education community, that becomes an insidious form of racism. On the other hand, if we stoop too low, if we don't have any hope, if we don't give people a vision of what might be, if we ourselves don't have a vision of what might be, then you see we become hoisted upon another plinth. So let us recognize the balance between genuine hope and false hope.

Access is another one of these principles. We want to provide people with genuine access to power and leadership. At the same time, we are trying to do in ritualized, traditional nonsense. Let us recognize that the proposition to eliminate degrees (the notion that degrees are simply a relic of the past) can be a racist thing. If one group of people have degrees and others don't, and that is the cut-off point at which you now say degrees are no longer important in a society where in fact degrees are important, that can have racist consequences. So you see, how do we deal with the problem of access in a real sense as well as in a symbolic sense so that the access remains real; but the traditions and the rituals are examined in terms of their reality at the same time that we provide access. Pragmatically, in the School we continue to give degrees, but we try to give different degrees for different programs and with different protocols. This is an example where you might find a mediation between those extremes. But nonetheless you can get hung both ways.

Rhetoric? People come and say, you are all rhetoric. You are all jive. But rhetoric is probably a necessary prerequisite to action. And unless the rhetoric is there at least, there is not potential for the action. Let us not apologize for the rhetoric. Only apologize if we quit with the rhetoric. And recognize that this is a double-edge sword--the escalation or the dilution of racism. The fact is that in the beginning we can become preoccupied with a black-white confrontation is itself racism insofar as it may exclude other minority groups. If that escalation is a demonstration of the awareness and the sensitivity of a broader concern, it is legitimate. But if that escalation is a way of avoiding the issues that confront this society at this time, then it is detrimental.

The whole notion of role distinctions and status is central to this investigation. There is a legitimacy of role and status and I don't pretend that we have a participatory democracy in this School. I personally, as Dean, am willing to accept responsibility for the administration of this School, whether that be good or bad. I reserve the right to make certain decisions based on my role and my status, and I will not apologize for that. On the other hand, there are certain illegitimate uses of status. I would hope that we could be able to do in those empty perquisites that have become traditionally associated with status, but still retain the legitimacy of differential status. If faculty lose their identity, the faculty will be able to serve students less effectively. Furthermore, if faculty become preoccupied with their exalted position as faculty, they will also lose their ability to serve students effectively. And you can see that abroad in the land--again, a double-edge.

The distinction between guilt and responsibility is another issue. If we become so guilt-laden for four-hundred years of oppression and racist tradition, and we become immobilized by that guilt, nothing will happen. On the other hand, if we say I am not responsible for getting us here, therefore I am not responsible for getting us out of here, that is also irresponsible. We must assume responsibility for the recognition of and the responsibility for dealing with the issues of the day and gaining a perspective on how we have arrived at this point. But simply the guilt of oppression on either side, whether this guilt becomes exhibited in unconscious feelings of superiority or inferiority, whether we feel vicarious or oppressed, either one, that will be not constructive.

Another issue is going native. If we feel so compelled to wear badges or to identify with a minority, if we have to take on the outer external evidences of that minority, then it seems to me that that is not appropriate unless it is a personal statement. You know I wear African shirts as statement of my own personal preference. And I do it in a way as to confound people. It isn't supposed to come out that way. Well, it comes out the way I like it to come out. I think to that extent it is a personal statement and a valid statement. I would not want to have any prohibition of against me wearing a dashiki any more than I would want to have any compulsion to do so. I would hope that each of us remains free to express our own individual reality. The badges of non-conformity can be as oppressive as the badges of conformity.

These are some of the double-edged issues. If we can sort out the nature of these double-edged issues, we can become more powerful and more certain of our ability to proceed to deal with problems of racism in education

and in society. I think the extent to which we can find a way of applying some of the principles, those that I mentioned and others, to explicit problems within the School, within the profession, and within the society to that same degree, we can combat institutional racism and give reality to our rhetoric. I am excited by the start which we have made in the School. I am also excited by the level of commitment that this community has demonstrated through participation in this seminar. I am proud to be a part of this venture which is larger than any one of us can be, or even aspire to dream about. We are at the beginning of an uncertain venture, an adventure which we cannot conclude in our lifetime, but a venture probably without parallel in its importance. I guess the concluding notion of this conference ought to be very simple...TO BE CONTINUED....

Chapter 3
Section 2: Advanced Programs Folios

Introduction to the Advanced Programs Folios

The School of Education is seeking accreditation for its graduate programs in the following areas:

1. Teacher Education
 - a. Elementary
 - b. Secondary
2. Educational Leadership and Administration
 - a. Elementary Principal
 - b. Secondary Principal
 - c. Superintendent
 - d. Supervisor
3. Guidance Counselor
4. Curriculum Coordinator
5. Higher Education
6. Research
7. Educational Reform

Requirements

Working on the principal of diversity and individualism, the specific course of studies any given student takes will probably be different in some way from students working in the same area of specialization. That is except for the general University requirements, already described, the requirements for any given student are made on an individual basis by students and their advisors or doctoral committees. The course of study planned on this advisement basis may or may not reflect general requirements for an area of specialization similar to other more traditional universities. The important point to note is that requirements are made for every student; however they are made on an individual basis taking into account each student's past experience and future goals. The visiting team from the NCATE will have a more difficult time discovering the nature of each program as a result of the above policy; however, a study of course offerings, the faculty exhibit and other appropriate information should provide enough data to support the efficacy of such a policy and assurance of the quality of each program.

Requirements in Specific Areas

Many students may design a course of study with their advisors that involves certification or accreditation from an outside agency. For example, they may wish teacher certification for Massachusetts or another state, or they may wish certification on an Administrative Level for Massachusetts or another state, or they may wish APGA accreditation as a counselor. Students wishing this type of certification or accreditation will build into their individual course of study those course requirements and clinical experiences that are necessary. Advisors in each area of specialization have at hand the

appropriate written data indicating specific requirements for accreditation and/or certification for a specific area of specialization and/or state.

Advanced Program Level Differentiation

Except for general University requirements, already described, the course of study for Master's, CAGS, and Doctoral Students cannot be defined on that basis. Since programs are individualized, the specific course work a student takes at each level will be determined by past experience and future goals.

General Format of Individual Folios

We have attempted to present in each folio as accurate a picture as possible of the general nature of each area for which we are seeking accreditation. In some areas such as Administration, that means describing the nature of a Learning Center, while in the case of Curriculum Coordinator it means drawing from each Learning Center the faculty and course descriptions related to that area. In spite of the fact that some areas are described in terms of Learning Centers, students are encouraged to develop a course of study in terms of individual goals and needs, regardless to what Center they belong to. A student from the Urban Education Center, for example, may pursue a course of study that will lead to certification as an administrator.

Following the folios which most closely relate to the areas for which accreditation is being sought will be a similar folio for each of the other Learning Centers, emerging centers, and special programs represented in the School of Education. Since the Learning Centers are inter-related, it is hoped that the type of studies a student can pursue will be understood by the Gestalt of the folios; that is, by looking at

all of the folios together as well as individually.

Special Criteria for Admissions to Learning Centers

Each Learning Center requires that students interested in admission to their center have a special interest in the subject matter of that center and when possible past experience in that area. Since students are encouraged to move freely between centers it is difficult to present accurate enrollment figures.

Input from Learned Societies and Professional Organizations

The faculty exhibit indicates membership of each faculty member in learned societies and professional organizations. It should also reveal that not only is the faculty highly represented, but that many of its members also have positions of responsibility in their organizations dealing directly with recommendations for preparations in their area of specialization. We have already mentioned in this report that learned societies and professional organizations are not in total agreement about recommendations concerning preparations in specific areas; therefore the programs presented in each folio merely represent direct or indirect response to such recommendations. The response will most often be direct when a society or organization is responsible for accreditation of personnel in an area of specialization. In that case the necessary course offerings will be made available to students and advisors will inform them accordingly.

THE HUMAN RELATIONS CENTER (COUNSELING)

The Human Relations Center (Counseling)

The Human Relations Center is concerned with the enhancement of the personal development and functioning of students at all stages of their education and in all their human relationships. The Center proceeds from the assumption that there is a powerful interrelationship between the functioning of the individual and the groups in which he lives and works. Thus, the Human Relations Center takes as its concern the facilitation of the growth and development of the individual, of the small group, and of the organization or community. The activities of the Center have two major foci: 1.) The preparation, at the master's and doctoral level, of "counselors"- an expansion of the traditional definition of counselor to include not only counselors to individuals, but also applied behavioral scientists who can function as counselors and consultants to small groups, organizations, and communities. 2.) Sponsorship of a Human Relations Resource Center which offers modules, experiences and workshops, which foster the growth and development of participants and the groups with which they are connected.

Center for Human Relations
Faculty 1971-72

<u>Name</u>	<u>Position or Rank</u>	<u>Areas of Interest</u>
*Norma Jean Anderson	Assistant Dean	Counseling, Group Counseling, Counseling Theory
*Stephen M. Blane	Assistant Professor	Counseling, Super- vision, Counseling Theory, Personality Theory
Donald K. Carew	Professor	Counseling, Group Dynamics, Organizational and Community Develop- ment, Higher Education
Ronald H. Fredrickson	Associate Professor	Career Development, Paraprofessionals, Simulation, Gifted
*Douglas R. Forsyth	Assistant Professor	Counseling Research Process and Outcome, Plan Change, Human Interaction, Research Methodology
*Richard F. Hasse	Assistant Professor	Nonverbal Communication, Proxemics, Experimental Methodology, Counseling Process and Outcome
Allen E. Ivey	Professor	General Systems Theory, Performance Curricu- lum in Human Relations Education, Micro-Counsel- ing
*Simon V. Keochakian	Assistant Professor	Counseling, Testing and Measurement, Educational Data Processing
*Russell C. Kraus	Assistant Professor	Individual Counseling, Counseling Theory, Supervision
*William A. Kraus	Assistant Professor	Counseling, Organizational and Community Development, Human Relations, Racism, Group Dynamics

<u>Name</u>	<u>Profession or Rank</u>	<u>Areas of Interest</u>
Susan LaFrance	Assistant Professor	Counseling, Gro p Process, Community Development, Gestalt Therapy
John W. Wideman	Assistant Professor	Counseling, Learning Experiences and Pro- cesses of Counselors and Counselor- Educators

*Part-time appointment

I. Masters Program - The Masters Program served over two dozen full-time and several part-time students who continued to design their own programs according to their personal interests and professional purposes. In addition to our Center courses, they also found meaningful offerings in centers such as Humanistic, Leadership and Administration, as well as in other University Departments, particularly Psychology and Human Development. Although most students continue to prepare for school counseling positions, an increasing number are preparing for counseling and community development work in higher education, community agencies, and growth centers. This trend also reflects the new directions and concerns of the Center as a whole as we try to anticipate the social problems of the future and generate more effective ways to meet them.

II. Doctoral Program - This program consumes a major part of the time and energy of the faculty in activities which range from initial orientation and advising to working with dissertations and research projects. There are approximately 50 doctoral students and 5 CAGS students Human Relations/Counseling.

III. Practicum - This year over 40 practicum students were placed in a variety of settings including public schools, institutions of higher education, community mental health clinics, the V.A. Psychiatric Hospital, CEEBS, half-way houses and Upward Bound. Fourteen different faculty and students served as advisors. An increasing number of practicum students are aiming at the university or community mental health settings. This year we have made a concerted effort to work closely with CDHR and respond to the need for Residence Hall Counseling and to the changing needs of the people and communities we serve. In conjunction with this we have offered a year-long seminar (no credit) concentrating on elementary education

counseling. The Center also encourages students to work out an internship program in their area of specialization in an appropriate institution.

IV. Admissions - the processes and decisions became more complex this year as the reputation of the School and the Center drew more richly qualified applicants. The interviewing and processing became part of the overload we share, and the net result is an even more highly qualified, experienced and resourceful group of students. Out of more than 500 applicants, we have selected approximately 30 students (with backgrounds in a variety of change-oriented activities) and anticipate that they will make significant contributions to continued innovations in the School.

V. Resource Center - The Center, in response to TPPC's undergraduate program, has proposed and is developing a Human Relations Resource Center which will generate and coordinate a variety of modular credit offerings for undergraduate teaching majors in the School of Education. These modular offerings will include such things as: The Teacher as Change Agent, The Teacher as Counselor, White Racism, Human Interaction Labs, Organizational Dynamics, Human Relations in the Classroom, etc. Graduate assistants will coordinate this effort with the support of all Center staff and students.

The Center also provides a library of audio and visual tapes, periodicals, movies, books, etc. on subject matter relevant to Human Relations and Counseling. It owns its own video machine which is used for a variety of learning experiences as well as a one-way class observation room.

VI. Input from Learned Societies and Professional Organizations - The Human Relations Center faculty are well represented on the A.P.G.A. and its associated divisions and Ron Fredrickson is the current President of the Massachusetts Guidance Association. These factors plus the offering of

course work leading to Massachusetts Certification (or other states) as Guidance Director or Supervisor or Guidance Counselor are all indicative of direct and indirect influence from Learned Societies and Professional Organizations.

HUMAN RELATIONS CENTER

Center Coordinator - Don Carew - Wysocki House (Fall)

277 Sec. 1	Principles of School Guidance	R. Fredrickson
277/577 Sec. 2	Principles of School Guidance	Mastriano/Fredrickson
E10/686 Sec. 10	Counseling and the Counter-Culture	Blount/Wideman
E12/686 Sec. 12	Special Problems in Ed: Helping Relationships in Counseling	D. Andes/Wideman
E13 Sec. 13	Special Problems in Ed: Female Awareness for Women Teachers	A. Sargent/Anderson
E33	Special Problems in Ed: Discover-Teacher Potential Through Liberation of Self	Loyd/Clark
E48/686 Sec. 48	Special Problems in Ed: Gestalt Therapy - Applications for Personal Group & Organization Development in Ed.	Susan LaFrance
520	Performance Curriculum in Human Relations	A. Ivey
701 Sec. 1	Practicum in School Counseling	J. Wideman
701 Sec. 2	Practicum in School Counseling	S. Blane
701 Sec. 3	Practicum in School Counseling: Small Group Leadership	D. Carew
705 Sec. 14	Seminar in Education - Group Counseling	N. J. Anderson
706 Sec. 1	Seminar in Guidance (Masters Section)	LaFrance/Wideman
829	Laboratory in Counseling Research	A. Ivey
832	Experimental Design in Counseling Research	R. Haase
910 Sec. 1	School Counseling Theories	J. Wideman

910 Sec. 2	School Counseling Theories	S. LaFrance
912	Occupation & Placement in School Guidance	R. Fredrickson
915 Sec. 1	Group Activities	D. Carew
915 Sec. 2	Group Activities	R. Wuerthner
195 Sec. 3	Group Activities	W. Kraus
928 Sec. 1	Internship in School Guidance and Counselling	S. Blane

SECONDARY COURSE OFFERINGS (Fall 1971 Semester) FOR HUMAN RELATIONS CENTER

Ed. 222/522	Education of the Self	Humanistic Education
Ed. 267/567	Urban Community Relations	Urban Education
E20/686 Sec. 20	Special Problems in Ed: Education and the Psychology of Perception	Non-Center
Ed. 686 Sec. 82	Research and Media	Media
Ed. 632 Sec. 1	Introduction to Educational and Psychological Testing	Educational Research
Ed. 705 Sec. 11	Seminar in Education: Value Certification	Humanistic Education
Ed. 705 Sec. 20	Seminar in Education: Dev. Volitional Comp.	Human Potential
Ed. 705 Sec. 23	Seminar in Education: Delinquency in Education	Human Potential

HUMAN RELATIONS (Spring)

E15 Sec. 15	Special Problems in Ed: Identity: Archetypes in Education	Joyce A. Hinckley
E16 Sec. 16	Special Problems in Ed: The Release of Creative Potential Through Human Relations	Mastriano/D. Anderson
E17 Sec. 17	Special Problems in Ed: Exploring and Developing Concept of Self	D. Anderson

E18/686 Sec. 18	Special Problems in Ed: Personal and Group Dynamics for Classroom Teachers	S. LaFrance
686 Sec. 23	Special Problems in Ed: Background for Counseling the Mentally Retarded	V. Lombardi
E24/686 Sec. 24	Special Problems In Ed: Application of Behavior Modification in Education and Mental Health System	J. Tooley
E55 Sec. 55	Special Problems in Ed: Awareness of Sex Stereotyping	A. Sargent/N. J. Anderson
277/577 Sec. 1	Principles of School Guidance	R. Fredrickson
520 Sec. 2	Human Relations Lab.	A. Ivey
701 Sec. 1	Practicum in School Counseling	Wideman/Gosko/D. Andes
705 Sec. 2	Seminar in Ed: Practicum in School Counseling (Advanced)	S. Blane
705 Sec. 3	Seminar in Ed: Practicum in Organiza- tional Development in Higher Education	W. Kraus
705 Sec. 5	Seminar in Ed: Internship in Indivi- dual & Organizational Consulting	S. LaFrance/Mastriano
705 Sec. 10	Seminar in Ed: Practicum in Small Group Leadership	D. Carew
705 Sec. 13	Seminar in Ed: Erikson's Theory: An Experiential & Cognitive Recopitu- lation	A. Ivey
705 Sec. 14	Seminar in Ed: Social Phenomenology in Learning Situations	J. Wideman/Staff
705 Sec. 15	Seminar in Ed: Counseling for Anxiety and Depression	R. Kraus
705 Sec. 16	Seminar in Ed: Research Issues in Group Counseling	S. LaFrance
705 Sec. 17	Seminar in Ed: Human Relation Skills for the Classroom Teacher	Coverdale/A. Ivey/ S. LaFrance
705 Sec. 18	Seminar in Ed: Seminar in Affirmation	R. Fredrickson

706 Sec. 1	Seminar in Guidance	J. Wideman
713 Sec. 1	Human Appraisal & Evaluation	D. Haase
829	Lab in Counseling Research	D. Haase
911 Sec. 1	School Counseling Procedures	J. Wideman
913 Sec. 1	Administration of Guidance Services	R. Fredrickson
915 Sec. 1	Group Activities: Laboratory Learning	D. Carew
915 Sec. 2	Group Activities	W. Kraus
915 Sec. 3	Group Activities	B. Wuerthner
928 Sec. 1	Internship in School Guidance &	S. Blane

Certification Requirements for the State of Massachusetts

Guidance Director or Supervisor

1. B.A. from an accredited institution or a diploma from a four year course in a normal school approved by the Board of Education.
2. Teachers Certificate in public elementary schools, including junior high schools.
3. Eighteen semester hours in a guidance program distributed among the following courses:

Principles and Practices of Guidance 577
Organization and Administration of Guidance 913
Counseling 701, 910, 911 (one)
Tests and Measurements 628
Occupational Information
Placement or Personnel Administration 912

Guidance Counselor

1. B.A. from an accredited institution or a diploma from a four year course in a normal school approved by the Board of Education.
2. Teachers Certificate valid for school to be served.
3. Twelve semester hours of a guidance program distributed among the following courses:

Principles and Practices of Guidance 577
Counseling 701, 910, 911 (one)
Tests and Measurements 628
Occupational Information 912

THE HUMAN RELATIONS CENTER - MAJOR ACCOMPLISHMENTS

At the graduate level, the Center has available program options which lead to the traditional school and university individual counseling roles as well as to roles, beginning to emerge in the educational system, which are concerned with the development of the human resources of the system such as staff training, team building, organizational and community development, race relations, and also human relations consulting in a variety of areas.

Individual counseling programs offer courses and experiences in counseling theory; teaching counseling; group theory and practice; principles, strategies, and counseling skills development; and school counseling as well as practicum work and internships. Students are provided opportunities to examine and experiment with a broad range of conventional and innovative modes of counseling (i.e., Client-centered, Gestalt, Reality, Existential, Behavior Modification, Family Therapy, etc.) not only to extend their awareness of possible alternatives in any given counseling situation, but also to help them derive their own approach to counseling and rationale for it.

Program options for small group, organization, and community counseling provide a similar combination of theoretical study and practical application. Courses and experiences include organizational theory; community development; group dynamics; leadership; understanding and implementing change in education; self-renewing systems; research design and measurement; and consulting skills. Woven around this theoretical base are a wide variety of opportunities for students to apply and extend their learning through active participation in the Center's projects which include:

--Collaborative relationships with the University Community Development and Human Relations Office, the Drug Drop-in Center at the University,

the New York Department of Mental Health and School of Psychiatry; the Springfield College Department of Leadership and Community Development; members of the Psychology Department of the University of Massachusetts; and National Training Laboratories.

--Consulting relationships with a number of public school systems, including Northampton and Worcester, Massachusetts.

--Sponsorship and coordination of the Human Relations Resource Center.

In addition the Center maintains close connections with the Higher Education Program and the Center's for Humanistic Education and Leadership and Administration, and encourages collaborative student programs with these centers/programs, or with others.

As a part of its educational process, the Center is endeavoring to develop and test more experiential, inductive, generative systems for learning. For example, group process experiences are provided as the primary learning opportunity in courses in group process, and in the counseling courses students are given the opportunity to experience the same kinds of personal recognition, careful attention and/or "systems of reinforcement" which are found to foster significant personal growth in clients, be they teachers, colleagues, administrators, clerks, plumbers, etc.

The Center is beginning to explore two new directions which are inter-related and an outgrowth of existing foci. First, it intends to expand its work in human development, reaching for new ways of helping the individual function effectively in all his human relationships: individual, group, and institutional. Secondly, the Center is extremely interested in the community approach to the organization of people, and in learning how to develop a sense of community in an organization. As one initial step in the exploration of community, the Center has set itself up as a laboratory for community development. Through paying attention to the human relationships and processes involved in the operation of the Center, it hopes,

first, to become an effective, cohesive, self-renewing educational community; and second, by examination and documentation, to find ways to help others with the difficult process of community development.

Special Projects - (1) UWW - Under the auspices of the Union for Experimenting Colleges and Universities (funded by U.S.O.E. and Ford Foundation) UMass, as one of 20 component members, has planned and developed a program that will admit 30 undergraduates in the Fall of 1971, who will work toward a UMass/UWW degree, negotiating distribution requirements through utilizing self-directed campus (on and off) work and study, internships, apprenticeships and travel. The program has been staffed by faculty and graduate students from the Human Relations Center, which next year will include two faculty from the School of Education and the remaining six from other schools and departments to make this a university-wide experimental project. (2) Assault on Racism - As a result of the Nantucket Manifesto, the Center met and designed a Human Relations program which will search out and eliminate attitudes and behaviors which perpetuate institutional racism in schools. (3) Albany Project - To develop a cooperative doctoral program in Human Systems Administration, the N.Y. School of Psychiatry funded two graduate fellowships in the Center. The program will begin in September of 1971 with a total of 16 students from the Human Relations Center and from the N.Y. institutions, with the goal of training administrators who will be generalists able to function in a variety of institutions providing human services. (4) Worcester Project - was designed to teach culturally disadvantaged parents how to enhance the self-concept of their children, using reinforcement theory, and video-taped to be used in the future as a training film.

Other Center activities included programs of the Center for Community College Affairs (Curriculum and In-Service Staff Development Programs, Workshops of the New England Student Personnel Association, and the Greenfield Plan: Title III grant for the purpose of improving the faculty advising system at Greenfield Community College, staffed by one faculty member and two graduate assistants); Elations - a weekly newsletter for all Center staff and students that has been beneficial in helping the Center achieve cohesiveness. The Center participated in Fall and Spring Marathons; Convention Programs of the APGA, ACPA, APA, AAHE; Human Relations Labs (i.e., Vocational Education and Training of Para-professionals). The Center (faculty and students) have been involved in helping organize, staff and run Room to Move, UMass Drug Drop-In Center to provide information and medical-psychological services to all UMass students in need of help. We have offered a series of courses with the Continuing Education Department and a number of people have consulted with school systems and government agencies. We have also had numerous associations: NTL, worked collaboratively with agencies in the University community including residence hall areas, University Counseling Center, Community Development and Human Relations office in Student Affairs. Generally, we have begun and will continue to develop more clearly a Human Relations Concept of individual group and community dynamics.

CENTER FOR LEADERSHIP IN
EDUCATIONAL ADMINISTRATION

Center for Leadership in Educational Administration

The leader-administrator exerts his influence on his associates whether in schools, colleges, universities, unions of other agencies. Candidates will be provided courses and experiences relevant to the development of leader-administrator skills and also will be advised how and where they may find courses and experiences available elsewhere. There will be teaching, practicum, and internship experiences drawn from the public schools, the non-public schools, and the Five-College consortium. Approximately 30 masters candidates, 20 CAGS candidates and 25 doctoral candidates graduate each year in this Center.

Center for Leadership in Educational Administration

NAME	POSITION OR RANK	AREAS OF INTEREST
David Flight	Director, Assis. Prof.	Organizational Change and Ed'al Leadership
G. Ernest Anderson	Asso. Prof.	School Scheduling, Operations and Research
Kenneth Blanchard	Asso. Prof.	Applied Social & Behavioral Science
Preston Bruce	Horace Mann Lecturer	Education and Public Policy/ Early Childhood Education
Ray Budde	Assis. Prof.	Educational Leadership Theory/ Secondary School Administration
Richard Clark	Assis. Prof.	Teacher Education
Art Eve	Assoc. Prof.	Generalist
Nat French	Director CSSC, Assoc. Prof.	Public School Problems
David George	Lecturer	Generalist
William Griffiths	Assoc. Prof.	Law & Education/General Administration

Center for Leadership in Educational Administration (cont'd)

NAME	POSITION OR RANK	AREAS OF INTEREST
A. Donn Kesselheim	Prof.	Alternative Schools Field Experience
A. Lieberman	Assis. Prof.	Social Change
Roger Peck	Assis. Prof.	Staff Development
Richard T. Coffing	Assis. Prof.	Organizational Design

Curriculum Outline

Depending on student's past experience and future goals they prepare their own curriculum for a Master's, CAGS, or Doctoral Degree. Students are required in most cases to participate in an internship program in public or private institutions in order to combine their academic knowledge with experiential knowledge. Even though students are encouraged to take courses across centers, the following courses are offered having a direct application to leadership in Educational Administration:

CENTER FOR LEADERSHIP & ADMINISTRATION (Spring)

E22 Sec. 22	Educational Law	William E. Griffiths
E83/686 Sec. 83	Spec. Prob. in Ed: The Non-Public Alternative Sch.	Nathaniel French
E92/686 Sec. 92	Spec. Prob. in Ed: Decision-Making in School Administration	Roger Peck
686 Sec. 93	Spec. Prob. in Ed: Organization De- velopment: A Strategy for Change	Ken Blanchard
686 Sec. 94	Spec. Prob. in Ed: Planning and Implementing Change - A Case Study Approach	K. Blanchard/Forsythe
686 Sec. 95	Organizational Theory and Behavior	Blanchard/T. Clark
359/659	Introduction to Educational Administra- tion	D. Flight/ D. Kesselheim

Center for Leadership & Administration (Spring) [cont'd]

705 Sec. 37	Advanced Group in Educational Administration Learning	David Flight
705 Sec. 38	Advanced Group in Educational Administration Learning	Blanchard/Lieberman
705 Sec. 39	Advanced Group in Educational Administration Learning	William Griffiths
705 Sec. 40	Advanced Group in Educational Administration Learning	Donn Kesselheim
705 Sec. 41	Advanced Group in Educational Administration Learning	Art Eve
705 Sec. 42	Advanced Group in Educational Administration Learning	Roger Peck
705 Sec. 43	Advanced Group in Educational Administration Learning	Dick Clark
705 Sec. 44	Advanced Learning Group - Administration Students (full time working students)	Ray Budde
957 Sec. 1	Legal Basis of School Administration	William Griffiths
962 Sec. 1	Educational Planning and Evaluation	Art Eve

CENTER FOR LEADERSHIP IN EDUCATIONAL ADMINISTRATION (fall)

Center Coordinator - David Flight - Room 217
(Primary Courses)

231/531	Issues of Freedom & Restraint in Academic Policy	N. French
358/658	Introduction to Educ Administration	D. Flight
E22 Sec. 22	Special Problems in Education: Educational Law	W. Griffiths
E25/686 Sec. 25	Special Problems in Education: Modularized --Topics in Educ Admin.	Staff
E49/686 Sec. 49.	Special Problems in Ed: Organ. Behavior in Education programs for Minorities	Hodges Glenn
686 Sec. 83	Special Problems in Education: The Non-Public Alternative School	N. French

Center for Leadership in Educational Administration (fall) [cont'd]

705 Sec. 1	Seminar in Education: Advanced Learning Group in Educ Admin	Staff
955	Community Relations for School Personnel	A. Eve
956	Principles of School Law	W. Griffiths
958	School Personnel Administration	R. Peck
961	Case Studies in Educ Admin	R. Budde
963	Internship in Educ. Admin.	Kesselheim/Staff

SECONDARY COURSE OFFERINGS (Fall 1971 semester) for
Leadership and Administration Center

<u>Course Number</u>	<u>Course Title</u>	<u>Center of Affiliation</u>
202/502	Role of the Administrator in Aesthetics in Education	Aesthetics
769	Evaluation of Curriculum Programs	Humanistic Education
763	Organization for Curriculum Development	Humanistic Education
599	Alternative Structures in Higher Education	Hum. Rel./Higher Ed.
750	The University: An Organizational Analysis	Hum. Rel./Introd. Ed.
819	Educational Planning for Developing Countries	International Education
E04/686 (#4)	Journalism in Education	Media Center
E04/686 (#82)	Research Techniques in Studying Urban School and Community Problems and Roles Played in Media	Media Center
705	Artificial Intelligence and Computer- Assisted Instruction	Non-Center
686 (#80)	Introduction to Research for Non-Majors	SMERD
994	Introduction to Behavioral Research I	SMERD
833	Educational Knowledge Diffusion and Utilization	SMERD

Secondary Course Offerings (Fall 1971 semester) for
Leadership and Administration Center (cont'd)

<u>Course Number</u>	<u>Course Title</u>	<u>Center of Affiliation</u>
705	Inservice Workshop Design in Teacher Education	Teacher Education
951	Principles of Supervision	Teacher Education
330/630	Economics of Education	Urban Education
613	Introduction to Urban Education	Urban Education
E70/685	Practicum in Urban Education	Urban Education
757	Research, Planning, and Development in Urban Education	Urban Education
567	Urban Community Relations	Urban Education

Special Resources

The Center for Leadership in Educational Administration has its own library consisting of relevant material in the following media:

Periodicals

Books

Films

Video and Audio Tapes

Multi-Media Learning Packages

Experiences CLA faculty and students can expect.

- a. Learning Groups - Beginning in September, 1971, all resident and part-time students affiliated with CLA will participate in the activities of an 8-10 member faculty and student learning group. Investing the equivalent of a 3-credit course in time and effort, each group will address diagnosis and evaluation function for its members, individual and group agenda building, and clinical or field oriented problem solving. Within these tasks, the integration of theory and practice will be a major objective.
- b. Modular Credit Offerings - CLA faculty and graduate students will embark upon an extensive mod credit offering, the equivalent of a 3-credit course commitment for each faculty member (45 modules at 15 per semester

hour) to both graduate and undergraduate students. The Center will assume responsibility for planning, monitoring, and evaluating learning experiences under this rubric, and will provide guidance services in connection with the offerings for undergrads (learning groups will be the source of such guidance at the graduate level). A prominent feature of this program component will be the provision of specific offerings in response to identified needs of graduate learning-groups and subsets of the undergraduate population to be served.

- c. School Service - Expectations and plans for a significant contribution by each graduate student in the area of professional service have been generated on a systematic and comprehensive basis for implementation. Some activities in this category will be undertaken by learning-groups, while other tasks will be borne by individuals and small groups. Everyone will have some involvement in: providing administrative help to a variety of School of Education centers and programs, advising and counseling undergraduate and new graduate students, teaching courses and facilitating the task performance of section groups in the Introduction to Educational Administration, providing consultant and advisory services to school systems throughout Western Massachusetts, writing and editing publications and proposals, undertaking field studies and action research projects in the field, etc. The degree of supervision in these experiences will depend on the nature of the experience and each student's past experience.
- d. Personnel Resources - In addition to the regular course and modular offerings of Center, faculty and graduate students, CLA will sponsor a continuing series of guest appearances by a wide range of resource people within and outside the five-college community. Presentations will be scheduled on a "one-shot" basis, but with increasing frequency will involve a series of seminar-like interactions over a period of several weeks or months. In this fashion, supplementary substantive contributions will be afforded CLA students and faculty from a broad spectrum of disciplines and special areas: social sciences, humanities, business and industrial enterprises, and the like.
- e. Internships - A re-examination of the clinical experience in the preparation of educational leaders has lead to a new, evolving definition. Everyone will be expected to participate in a variety of activities within field settings: one month to semester-long problem-solving tasks in schools, school-related, and non-school organizations; shadowing or observational experiences for shorter lengths of time in a wide variety of organizational contexts, sustained administrative applications within the School of Education and the University at large, etc.

- f. Attack on Institutional Racism - CLA has made a major commitment to translate into programmatic, operational terms a broad-based attack on the dual society which schools and other institutions perpetuate through expressions of overt and covert racism. This commitment has been reflected in the recruitment and selection of students for next fall, in the introduction of special units within traditional course offerings, in the establishment of internship and field service experiences in locations where service to minority groups is the basic task, and in introspective examinations of its own practices and behaviors.

Special projects of CLA are:

- a. CSSC - The Co-operative School Service Center has been affiliated with the Center for Leadership and Administration for some years. Under the executive directorship of Nat French, CSSC provides consulting and administrative services to member school systems throughout Western Massachusetts, publishes a newsletter and periodical which is circulated to members and beyond, and coordinates intern-type activities for graduate students within CSSC schools.
- b. Executive Leadership Program - The Ford Foundation has provided funding for a second year to support graduate students, faculty time, and limited support services for an innovative program in the preparation of educational leaders. ELP parallels closely the emerging Center program described above. Ten to twelve students will be continuing in the second or third years of their ELP participation next fall, while fifteen beginning doctoral students will become involved in September.

TEACHER EDUCATION PROGRAMS:

ELEMENTARY, SECONDARY, HIGHER EDUCATION

Teacher Preparation Programs Council
Center for Teacher Educators
Center for Foundations of Education
Center for Higher Education

Included in this folio are the Centers most directly related to teacher education programs on the elementary, secondary, and higher levels of education. The University's many graduate departments provide the necessary content courses in specific fields that may be deemed necessary for students after conferences with their advisors or doctoral committees.

Students preparing to be in elementary or secondary teaching or higher education teacher educators have the resources of the entire School of Education to support their work.

Teacher Preparation Programs Council (Teacher Education)*

The Teacher Preparation Programs Council (TPPC) is an inter-center council made up of nine members (six faculty, two undergraduates, one graduate student) which is responsible for undergraduate and graduate teacher preparation programs. The Council's major focus is on creating new options and alternative routes for meeting undergraduate degree and certification requirements. It is also responsible for coordinating the undergraduate education programs of the School and evaluating undergraduate offerings.

Formed in February of 1971, the Council presently has available 16 different programs, focusing on areas such as urban education, the "integrated day", international education, and early childhood. There is a strong emphasis on off-campus internships in the TPPC programs, which vary in length from one to three years. Additionally, any student who does not choose one of the 16 programs has the opportunity to choose an individualized program in consultation with the Student Affairs Office and TPPC.

Graduate students wishing to specialize in Teacher Education can do so

* Also see the Basic Programs section of this Report for Masters Programs and the introduction to the graduate folios.

through one of the learning centers using the individualized programming approach. TPPC offers the necessary course work and practicums for teacher certification in Massachusetts as well as other states.

Average completions at each level:	100	Masters
	40	CAGS
	20	Doctoral

Reading Program

The Reading Program presents several alternatives to prospective and practicing teachers for the teaching of beginning and developmental reading. The program explores the reading process, the many instructional and organizational routes for helping children to master this process, and questions many of the traditional practices and materials, continually experimenting with alternatives. The staff hopes, as do all reading specialists, to eventually eliminate the necessity for remedial reading by providing, and teaching teachers to provide a strong individually oriented program in developmental reading.

Above all, the program's aim is to convey and perpetuate an open attitude toward change, a willingness to try many routes to achieve a goal, and the understanding that there is no one right way of doing anything but rather that the approach must be suited to the time, the need, and the individual.

<u>NAME</u>	<u>POSITION OR RANK</u>	<u>AREAS OF INTEREST</u>
David Varington	Asst. Professor Coordinator	Reading, Urban Education
Masha Rudman	Asst. Professor	Reading, Aesthetics, Humanistic

PROGRAM OFFERINGS:

COLLEGE READING - STUDY PROGRAM

Each semester the College Reading Study Program offers two five-week, ten session courses in speed reading and study skills. The course is offered on a no credit and no fee basis. The director is a doctoral student in reading, and other graduate students participate in teaching sections of the course.

OTHER PROGRAMS

The reading program has varied programs in both public schools and here at the University. Cooperation with other departments and centers is an integral part of the program.

Examples are involvement in METEP, The Model Elementary Teacher Education Program, a competency based program which we have used as a basis for the basic methods course in Reading. We have people teaching in the CCEBS program for black students at the University, building up basic study skills needed for college work. There is also a reading program going on at the Westfield Detention Center. Programs are developed regularly, and graduate students are often called upon to work with them, and to work as consultants in local school districts. We also teach courses concerning the reading program for the Career Opportunity Program.

SPECIAL RESOURCES:

- | | |
|---------------------------------------|---|
| 1. Education Library | |
| 2. Speech and Hearing Dept. | - Dr. Harris Nober |
| 3. Communications Disorders | - Dr. Joy Milrose |
| 4. Psychology Dept. | - Dr. Harold Jarmon
Dr. Al Leiberman |
| 5. Johnson House Reading/Study Center | |

COURSE OFFERINGS:

- 207/507 Language Arts and Aesthetic Experience - 1cr. - Aesthetic experience as motivation for L.A. skills.
- 261/561 Principles and Methods in Teaching Reading and Language Arts - 2 cr. - Basic methods and materials in elementary reading instruction.
- 272/572 Teaching Reading to Special Populations - 3 cr. - Approaches dealing with disadvantaged, gifted, emotionally disturbed, etc.
- 273/573 Research in Reading - 3 cr. - Discussion and analysis of research reading - past, present, and future - By Permission only.
- 274/574 Reading Clinic - 3 cr. - Involves work in clinic and preparation for special reading positions.
- 275/575 Diagnosis of Reading Disabilities - 3 cr. - Diagnosis and case study of individual students.
- 276/576 Developmental Reading at the High School, College and Adult Levels - 3 cr. - Work in college reading study center, and techniques, programs, and materials in developmental reading.
- 709 Seminar in Reading - 3 cr. - A course for doctoral students doing dissertation research in reading.
- 716 Workshop in Remedial Reading - 3 cr. - Practicum work in local schools using remedial techniques for reading instruction.
- 782 Children's Literature - 3 cr. - Lectures, demonstrations, discussions and practicum in addition to readings dealing with issues in the field of Children's Literature.
- 784 Individual Case Studies of Reading Problems - 3 cr. - Gathering and summation of information to form a case study of a child.
- 785 Techniques in Remedial Reading - 3 cr. - Methods and materials on diagnosis and remedial instruction. Prerequisite: Ed: 261/561.
- Modular Credit and independent study courses are individually arranged with faculty.

ADMISSIONS:

The Reading Executive Committee acts also as the Admissions Committee for the program. Applications are sent from the graduate school to the Committee for admissions action.

DEGREE PROGRAMS:

Master's Degree -

Requirements - 33 hours. 3 cr. in Research/Measurement Area 30 hours of graduate courses in the School of Education or other colleges at U. Mass., including 15 hours of reading and reading related courses. Program to be worked out with advisor.

C.A.G.S. -

Awarded for 30 hours of graduate study beyond the Master's Degree. Individual programs to be worked out with advisor.

Doctoral Degree in Reading (Ed.D) -

Individual programs to be developed by doctoral advisor and Committee.

CERTIFICATION:

Certification standards in all states can be met through the Reading Program at the School of Education.

GOVERNANCE BOARD:

The Reading Program has an elected Executive Committee comprised of two Faculty, two Doctoral students, two Master's and C.A.G.S. students and two undergraduates.

This committee determines policy in the Reading Program, and has a say in course offerings, admissions, and general program goals.

FURTHER INFORMATION:

For further information about the Reading Program at the School of Education, you may contact:

Dr. David Yarrington
Room 204 - School of Education
Tel: 545-1576

Dr. Masha Rudman
Room: 2 - School of Education
Tel: 545-1526

Members of the Reading Executive Committee for Spring 1971, are:

Donna Weston	- Undergraduate
Kathy Los	- "
Ted Dempsey	- C.A.G.S.
Linda Bizer	- "
Barnes Boffey	- Doctoral Candidate
Owen O'Neill	- "
Masha Rudman	- Faculty
David Yarrington	- "

FULL-TIME FACULTY:

Dr. David Yarrington, Coordinator

Dave describes himself as a generalist in the Reading Field who is attempting to change traditional practices in Teacher Training, Research and techniques in Reading Instruction.

Dr. Masha Rudman

Masha describes herself as being interested in Teacher Education, Aesthetics, and Reading and Language Arts. Her focus is on Individualized Reading and multifaceted reading instruction, and on creativity in the classroom.

Center for Teacher Educators

The graduate focus in teacher education is intended for students interested in fields such as pre-service teacher preparation, inservice programs, supervision, state and national departments of education, research in teacher education, and development of teacher education programs.

The Center assumes that the educational experiences potentially relevant to such fields are general and highly diverse. Each student entering the Center is responsible for choosing the specific learnings he wishes to pursue. The curriculum is developed by each student, in cooperation with his advisors and peers, to meet his own needs, developing interests, and long-range plans. While there may be common elements of content and skills that many students will wish to explore together, the Center makes no a priori content requirements, either in the form of courses or of modules. Students are encouraged to develop thorough competencies in at least one major phase or feature of teacher education. Approximately 10 students on each level have been focusing on becoming Teacher Educators each year.

<u>NAME</u>	<u>POSITION OR RANK</u>	<u>AREAS OF INTEREST</u>
Horace Reed	Director/Professor	Teacher Education/ Higher Education
Al Anthony	Professor	Social Studies/Teacher Training
R. Mason Bunker	Asst. Professor	Elementary Curriculum/Inservice
Richard Konicek	"	Science/Elementary Education
Ann Lieberman	"	Leadership/Social Foundations
William Masalski	"	Math/Elementary Education
Bob Miltz	"	Teacher Education/Pre & Inservice
Masha Rudman	"	Reading/Integrated Day
Patrick Sullivan	"	English/Teacher Education
Laverne Thelen	Assoc. Professor	Science/Secondary Education
Richard Ulin	Professor	English/Teacher Training
Phil Woodruff	Lecturer	Social Studies/Elementary Education

CENTER FOR TEACHER EDUCATION (FALL)

Center Coordinator - Horace Reed - Room 101

(PRIMARY COURSES)

<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>FACULTY</u>
586 Sec. 81	Workshop in Mathematics for Elementary School Teachers	W. Masalski
705 Sec. 5	Inservice Workshop Design in Teacher Education for Supervisors of Interns	(By permission) R.M. Bunker
705 Sec. 7	Seminar in Ed: Curriculum Construc- tion for Integrated Day	(By permission) M. Rudman
705 Sec. 8	Seminar in Ed: Workshop in the Integrated Day	(By permission) M. Rudman/Staff
705 Sec. 9	Seminar in Ed: Design and Evaluation of Current Teacher Preparation Program	(By permission) H. Reed
768	Developments in Elem. Science Education	(By permission) R. Konicek
951	Principles of Supervision	(By permission) B. Fanslow

SECONDARY COURSE OFFERINGS (Fall 1971 Semester)

<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>CENTER OR AFFILIATION</u>
293	Laboratory Course in Using Human Development Knowledge in Ed.	Study of Human Potential
521	Strength Training	Humanistic Ed.
705 Sec. 11	Value Clarification	"
763	Organization for Curriculum Development	"
686	Introduction to Research for Non- Majors	Educational Research
994	Introduction to Behavioral Research	"
613	Introduction to Urban Education	Urban Education
686	Urban Education and the Teacher	"

CENTER FOR TEACHER EDUCATORS - COURSE OFFERINGS (SPRING)

<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>FACULTY</u>
E46 Sec. 46	Spec. Prob. in Ed: Technological Concepts in Secondary Education (En- gineering Concepts Curriculum Project)	Charles Camp
686 Sec. 47	Spec. Prob. in Ed: Workshop in Science Education in the Elementary School	R. Konicek
705 Sec. 9	Seminar in Ed: Design & Evaluation of Current Teacher Preparation Programs	H. Reed
705 Sec. 30	Seminar in Ed: Understanding the Microteaching Concept	Robert Miltz
705 Sec. 31	Seminar in Ed: Techniques & Issues in Implementation of Science Curriculum in Elem. Schools	R. Konicek
705 Sec. 33	Seminar in Ed: Issues in Teacher Ed.	H. Reed
951 Sec. 1	Principles of Supervision	Fanslow/M. Bunker

Center For Foundations of Education

The Center for Foundations of Education serves several functions in the School of Education. In the preparation of teachers, the study of the history, philosophy and sociology of education and comparative education, it provides undergraduate and graduate students with a substantial background of interpretive knowledge about the processes and institutions of education. Study within the Center can provide a longer time perspective to the prospective teacher and can bring information to bear upon the educational problems that sets them in their proper contexts.

In service to the entire School of Education, persons in the Center are equipped to analyze educational problems, ideas and ideologies from disciplinary points of view usually not represented in other areas of the School.

<u>NAME</u>	<u>POSITION OR RANK</u>	<u>AREAS OF INTEREST</u>
S. Phillip Eddy	Director/Assis. Professor	Philosophy of Ed/History of Ed.
Emma Cappelluzzo	Asso. Professor	Sociology of Ed./Anthropology & Ed.
Jeffrey Eiseman	Assis. Professor	Social Psychology/Social Foundations
Lou Fischer	Professor	Philosophy of Ed./Social Foundations
Bill Kornegay	"	History of Ed.
George Urch	Assis. Professor	Comparative Ed-/Social Foundations
Robert Wellman	Asso. Professor	History of Ed. Thought/Philosophy of Ed.

CENTER FOR FOUNDATIONS OF EDUCATION (SPRING)

Center Coordinator - Phillip Eddy - Room 207

<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>FACULTY</u>
242/542	Contemporary Educational Philosophies	Philip Eddy
249/549 Sec. 1	Special Topics in the Foundations of Education: Analyzing & Combating Institutional Racism	Jeffrey W. Eiseman
249/549 Sec. 2	Special Topics in the Foundations of Education: Analyzing & Combating Institutional Racism	"
250	Conceptions of a Liberal Education	Robert Wellman
F01/551 Sec. 1	Foundations of Education	Louis Fischer
F02/551 Sec. 2	Foundations of Education	George E. Urch
F03/551 Sec. 3	Foundations of Education	Ann Lieberman
F04/551 Sec. 4	Foundations of Education	Jack Hruska
F05/551 Sec. 5	Foundations of Education	"
F06 Sec. 6	Foundations of Education	William Kornegay
F07 Sec. 7	Foundations of Education	Drea Zigarmi
F08 Sec. 8	Foundations of Education	Paul Carlson
F09 Sec. 9	Foundations of Education	"
F10 Sec. 10	Foundations of Education	Richard Frank
F11 Sec. 11	Foundations of Education	"
F12 Sec. 12	Foundations of Education	Drea Zigarmi
F13 Sec. 13	Foundations of Education	Nicholas Appleton
F14 Sec. 14	Foundations of Education	"

CENTER FOR FOUNDATIONS OF EDUCATION (SPRING) [Cont'd]

<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>FACULTY</u>
F15/551 Sec. 15	Foundations of Education: History & Philosophy of Black Education	Gloria I. Joseph
554 Sec. 1	Educational Anthropology	Emma Cappelluzzo
E09 Sec. 9	Spec. Prob. in Ed: Open Education: Prospects for Reform	Kornegay/Pilcher
705 Sec. 4	Seminar in Ed: Selected Topics in Foundations of Ed.	Emma M. Cappelluzzo
705 Sec. 6	Seminar in Ed: Civil Rights of Teachers	Louis Fischer
705 Sec. 7	Seminar in Ed: Educating for Growth	Jeffrey W. Eiseman
880 Sec. 1	Current Issues in Education	Ann Lieberman
887 Sec. 1	History of American Education	William Kornegay
891 Sec. 1	Modern Educational Thought	Phillip Eddy

CENTER FOR FOUNDATIONS OF EDUCATION (FALL)

249/259	Special Topics in Foundations of Ed.	J. Eiseman
250/550	Conceptions of Liberal Ed.	R. Wellman
251/551 Sec. 1 Sec. 2 Sec. 3	Foundations of Education	W. Kornegay E. Cappelluzzo J. Hruska
Sec. 4 Sec. 5		" "
Sec. 6 Sec. 7		G. Urch G. Joseph
	(By permission)	
Sec. 8) Sec. 9) Sec. 10) Sec. 11) Sec. 12) Sec. 13)	Undergraduate only	P. Carlson " N. Appleton D. Zigarmi Dick Frank "

CENTER FOR FOUNDATIONS OF EDUCATION (FALL) [Cont'd]

<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>FACULTY</u>
251/551 Sec. 14) Sec. 15) only Sec. 16)	Foundations of Education Undergraduate	D. Ziagarmi N. Appleton A. Lieberman
705 Sec. 17	Seminar in Educ: Advanced Educational Philosophy	(By permission) P. Eddy
705 Sec. 18	Seminar in Educ: Issues Related to Teaching Found. of Educ.	(By permission) J. Eiseman
705 Sec. 19	Seminar in Educ: Social Philosophy and Education	L. Fischer
836	Seminar in Ed. Sociology & Ed. Anthropology	(By permission) E. Cappelluzzo
837	Seminar in Educational History: The Progressive Ed. Movement	W. Kornegay
841	Seminar in Educ: Philosophy	P. Eddy (By permission)
881	Comparative Education	G. Urch
890	Ancient and Medieval Educational Thought	R. Wellman

SECONDARY COURSE OFFERINGS (FALL 1971 SEMESTER)

		<u>CENTER OF AFFILIATION</u>
229/529	International Education	International Education
231/531	Issues of Freedom and Restraint in Academic Policy	International Administration
313	Introduction to Urban Education	Urban Education
330/630	Economics of Education	"
E02/686	Urban Education and the Teacher	"

CENTER FOR FOUNDATIONS OF EDUCATION
(Sociological, Historical, Philosophical)

The Foundations of Education Center is composed of 13 graduate students (doctoral), two Master's degree students and seven full-time faculty members. This year we have been fortunate to have two part-time faculty from other Centers in the School of Education. The bulk of energies for the past year have been directed to:

- a. providing instruction and personnel to meet the needs of the undergraduate population. All faculty and funded graduate students assisted in this effort.
- b. teaching the Foundations of Education to student enrolled in the Career Opportunity Program in Brooklyn, New York. This was a total Center effort with coordination and cooperation with the Center for Urban Education. The program was unique for our Center in that it involved traveling weekly to New York to teach on site and to meet the needs of paraprofessionals who are seeking advanced work in education.
- c. developing over the year, in cooperation with the Anthropology Department, a Master of Arts in Education and Anthropology. One of the Foundations faculty is Director of this new program and works with a cross-campus committee of two faculty from Anthropology and two faculty from Education. The MAT program is designed to prepare teachers for the public schools and community colleges.
- d. the development of a Foundations of Education Teacher Education Model for the Teacher Preparation Program for the School to be initiated this fall. The thrust of the program is in the direction of strong combination of theory and practice for undergraduates in education. All staff are involved in executing this program.
- e. providing a design for alternatives in Foundations of Education by offering a variety of course experiences as well as offering doctoral candidates an opportunity for supervised and evaluated teaching at the university level. Special seminars and supervisory activities will become part of the 251-Foundations/Graduate Fellows experience. This program will be initiated this fall and will involve six graduate students and a full-time faculty member.
- f. continued cooperation and volunteer services with various projects in the School of Education which include:
 1. USOE Research Training Program (Research)

2. COP (Urban Education)
3. Teacher Corps (International Education)
4. Off-Campus Internship Program (Teacher Education)

Center faculty have cooperated with the State Department of Education in presentation, seminars, workshops in the dissemination of information concerning Kindergarten Education in the State of Massachusetts. Additionally, Center faculty have participated in important University and School of Education committees and functions: Faculty Senate, Committee on Scholarships, Study Abroad, Personnel Committee, Academic Matters Committee, School Council, University Tenure and Grievance Committee, and Residential Colleges. Faculty members are also participating in a new Teacher Corps Project which is competency based and will be operative in the fall.

The major accomplishment of the Foundations Center may well be the contribution it makes to undergraduate teacher education and the preparation of outstanding graduate students for University teaching. The initiation of a teacher education program, the off-campus involvement and the many varied activities of the professional staff this past year indicate a redoubling of efforts to seek and serve various facets of the University, School of Education and off-campus communities.

Center for Higher Education

The primary focus of the Higher Education Program is the preparation of instructional leaders and administrators for both two-and four-year institutions of higher training. Courses and experiences offered by the program include a human relations core with emphasis on curriculum and faculty development and alternative organizational structures. Topics include the individual and his alienation from society, the institutions of higher education - their structure

(e.g. alternative structures, organizational analyses), their influence on individuals (students' rights, governance, etc.), and ways of working within them (experimental innovations such as residential studies, living-learning experiments, alternative reward systems and curriculum alternatives). Emphasized in all courses are current pertinent literature and developments in American higher education.

The Higher Education Center is in its first year of operation as an individual center. Up until now it was a part of the Human Relations Center. At least 15 students in each level have been focusing on higher education.

<u>NAME</u>	<u>POSITION OR RANK</u>	<u>AREAS OF INTEREST</u>
F. Thomas Clark	Director/Assis. Professor	Higher Education
William Lauroesch	Asso. Professor	Higher Education/Community College Affairs
Robert Wuerthner	Lecturer	Higher Education

HIGHER EDUCATION CENTER (SPRING)

Center Coordinator - Tom Clark - Montague

<u>COURSE NO</u>	<u>COURSE TITLE</u>	<u>FACULTY</u>
E56/686	Spec. Prob. in Ed: The Four Year College: It's Finances, Politics & Future	R. Wuerthner
E57/686 Sec. 57	Spec. Prob. in Ed: The Freshman Year: Analysis and Design	"
298/598	The Individual & the Organization of Higher Education	T. Clark
685 Sec. 55	Practicum in Ed: Higher Ed. Field Projects and Internships	"
705 Sec. 34	Seminar in Ed: Higher Education Learning Group	W. Lauroesch
705 Sec. 12	Seminar in Ed: Community College Training	"

SECONDARY COURSE OFFERINGS (Fall 1971 Semester)

		<u>CENTER OF AFFILIATION</u>
Ed. 915	Group Dynamics	Human Relations
Ed. 705 Sec. 19	Seminar in Education: Soc. Philos. and Education	Foundation
Ed. 835	Special Seminar in Humanistic Education	Humanistic Education
Ed. 724 - Sec. 1	Seminar in International Education for Doctoral Majors	International Education
E25/Ed.686 Sec. 25	Special Problems in Ed: Modularized Topics in Educational Administration	Leadership & Administration
Ed. 686 Sec. 80	Special Problems in Ed: Introduction to Research for Non-Majors	Educational Research
Ed. 202/502	Role of Administrators in Aesthetics in Education	Aesthetics

CENTER FOR EDUCATIONAL
RESEARCH

CENTER FOR EDUCATIONAL RESEARCH

The Center for Educational Research maintains the belief that the empirical study of educational processes is the single most important method for the advancement of education, both in terms of developing new knowledge and in terms of providing systematic information and analyses of current practices. The Center will not only seek to serve research needs within the community, but will also recruit and train, for all levels, educational personnel interested in applying behavioral science methods to relevant educational problems capable of furthering knowledge about behavioral science processes.

The primary function of the Center is to provide an intellectual environment conducive to quality educational research. This environment would include pursuit of research and scholarship both in the field and at the University through a differentiated team approach.

Program

At the present time, the Center for Educational Research offers courses in three general areas: evaluation, psychometrics and computer technology. In addition, our center jointly sponsors with the Psychology Department a program in Educational Psychology. Negotiations have also been going on with the Statistics department. The plan is to set up some kind of a joint program for students with a strong interest in statistics as well as education.

In the center, as it is in the school generally, the specifics of a student's program are developed by the student's guidance committee. Once a student is admitted, he is assigned a temporary advisor who appears to have interests similar to the student. The student and the advisor jointly work out a program for the first semester and form a permanent guidance

committee consisting of a permanent advisor and two other members of the faculty. From that point on, the student's program design is a cooperative venture for all four. A student's program of study often includes course work, independent study with members of the faculty and guided practicum experiences. At the doctoral level such programs will prepare the student for university faculty positions, educational research, planning and execution for private or public research institutions, private consulting, and the like. Programs normally consist of both course work and practical experiences. The Center trains methodologists to contribute to research methodology and practice in the areas mentioned above. Approximately 3 to 5 students on each level graduate each year in this program.

Relationships with Other Groups

The Center has relationships with many other groups. Those listed here are not exhaustive. These Center activities provide opportunities for students to learn about educational research:

Psychology Department - joint Educational Psychology program and colloquium series offered jointly.

Activities that involve more than one school system or state department of education - The Comprehensive Achievement Monitoring Project and the Massachusetts Feedback System (a project for the evaluation of vocational technical education in New York and Massachusetts).

School of Education in general - School evaluation activities.

School of Education Library - Establishment and maintenance of an Educational Research Section of the reserve area.

U.S.O.E. - Funded projected for George Worle (Educ.) and Tom Richards (IE) to do thesis work with simulation model development and validation

with data from Learning Research and Development center, University of Pittsburgh (Oakleaf IPI Data), Analysis of 1969-70 Title I data, Analysis of 1969 CPIR data.

Statistics Department - formation of joint committee to study future relationships.

Engineering School -symposium presented on educational evaluation.

General Research Community - the publication of Technical Reports a series of original research reports.

Service Offerings

The Center for Educational Research provides service in the application and/or training in the use of statistics, measurement, evaluation, research, and data processing methodologies to the School, the University, the educational community, and to society.

1. Our student and faculty provide computer, statistical, design and analysis help for other centers.
2. Modular credits offered in research topics.
3. Some of our faculty are invited speakers to courses in other centers.
4. Other courses offered by the other centers have input from our personnel. Every course offered by the Center has substantial enrollment from students of other centers. In that sense the entire course package can be considered to be service offerings.

Staff

Presented below is a list of the principal faculty in our Center and their major area of interest(s).

<u>Faculty</u>	<u>Position or Rank</u>	<u>Area of Interest(s)</u>
G. Ernest Anderson	Associate Professor	Computer technology in education

<u>Faculty</u>	<u>Position or Rank</u>	<u>Areas of Interest(s)</u>
Jimmie C. Fortune	Professor	Research design and evaluation
William P. Gorth	Assistant Professor	Achievement monitoring, evaluation
Ronald K. Hambleton**	Assistant Professor	Psychometrics
Thomas E. Hutchinson	Assistant Professor	Evaluation and methodology
William C. Wolf	Professor	Research diffusion
Hariharan Swaminathan	Assistant Professor	Statistics
John A. Emrick*		Early childhood learning
James M. Royer*		Classroom instruction
Harry Schumer*		Group learning; student culture

*Cross-appointed from the Psychology Department

**Cross-appointed with Psychology Department

There are many other faculty whose involvement is less than principal.

Curriculum Directions

There are two recent curriculum developments which should also be mentioned. First, we have established a committee to review course content and subsequently to suggest better ways of sequencing courses, reorganizing materials and removing the overlap from some of our courses. Second, we are developing a "suggested" set of core courses for students in Educational Research. While students would not be forced to take the courses, they would certainly be expected to demonstrate competencies in the core areas. Courses which will likely form this core include:

1. Educational Statistics (I and II)
2. Principles of Educational and Psychological Testing
3. Evaluation Models
4. Introductory to Behavioral Research (I and II)

II. Admissions Criteria

Our organization and policies provide for substantial authority and responsibility for personnel who perform Center functions. Our Center operates on precedent and trust as much as possible. Therefore, we never enact a formal policy as long as there is general assent to current operations. Thus, the criteria below have not been formally adopted by the Center. Even so they are the official criteria of the Center under our procedures until such time the Center members should care to adopt a formal policy or the Chairman of the Admissions Committee chooses to alter them.

Minimum Requirements for Admissions

1. The candidate must have a strong interest in educational research and/or evaluation or related fields.
2. The candidate must be acceptable to at least one faculty member as an advisee.
3. The candidate must meet one or more of the following criteria:
 - a. Total of 1250 on the Graduate Record Examination Verbal and Mathematical aptitude tests.
 - b. Exceptionally strong experience in fields associated with educational research and/or evaluation.
 - c. Exceptionally strong undergraduate course work in areas associated with educational research and/or evaluation.

Relationships with other Centers

Urban Education - cooperation with C.O.P. program

International Education - evaluation assistance to Teacher Corps, Selected lectures by Hambleton.

Higher Education - course offered in Institutional Research in Higher Education (Fortune, Hutchinson, Lauroesch).

Administration - Evaluation Component of SPU LTI, courses taught by
Dr. Anderson, research (Hambleton/Blanchard).

CENTER FOR EDUCATIONAL RESEARCH (Spring)

Center Coordinator - Tom Hutchinson - Room 112

686 Sec. 36	Special Problems in Ed: Intro- duction to Operations Analysis of Ed.	Ernest Anderson
E37/686 Sec. 37	Instructional Systems Development	R. Allen/W. Gorth
686 Sec. 39	Special Problems in Ed: Techniques and Technology of Scheduling Schools	E. Anderson/R. Stone
E42/686 Sec. 42	Special Problems in Ed: Introduction to Uses of the Computer in Education	E. Anderson/B. Bowers
686 Sec. 44	Special Problems in Ed: Introduction to Research for Non-Majors	D. Coffing
216/516	Evaluation Models	Jim Fortune
355/655	Ed. Statistics - I	B. Gorth
356/656	Educational Statistics - II	Swaminathan
632 Sec. 1	Introduction to Educational & Psycho- logical Testing	R. Hambleton
705 Sec. 25	Seminar in Ed: Psychometri Models for Analysis of Educational Data	Swaminathan/Hambleton
705 Sec. 21	Seminar in Ed: Eye Movement Research Laboratory - II	D. Coffing
705 Sec. 22	Seminar in Ed: Aptitude by Educational Treatment Interaction	D. Coffing
705 Sec. 26	Seminar in Ed: Evaluation Design	Hutchinson
820	Research Seminar in Education	Hambleton/Swaminathan
994	Introduction to Behavioral Research II	Hutchinson
11) 322/632	Introduction to Educational and Psychological Testing	R. Hambleton
355/655	Educational Statistics I	E. Anderson/Gorth

E15/686 Sec. 15	Special Problems in Ed: Computer Lab with Statistical Applications	E. Anderson/Gorth
E16/686 Sec. 16	Special Problems in Ed: Systematic Dev of Stud Learning Environs	Allan/Gorth
E17/686 Sec. 17	Special Problems in Ed: Fundamental Math for Statistics	Staff
E18/686 Sec. 18	Special Problems in Ed: Classroom Evaluation	Gorth/Schriber
E34/686 Sec. 34	Special Problems in Ed: Comprehensive Achievement Monitoring	Gorth/Schriber
E53/686 Sec. 53	Special Problems in Ed: Simulation and Gaming	Thomann/E. Anderson
686 Sec. 80	Special Problems in Ed: Introduction to Research for Non-Majors	Fortune/Wolf/Coffing
705 Sec. 3	Seminar in Ed: Applied Multivariate Statistics	Swaminathan
705 Sec. 4	Seminar in Ed: Evaluation Design	Fortune/Gorth/Hutchinson
705 Sec. 21	Seminar in Ed: Research in Media and Communication	D. Coffing
705 Sec. 22	Seminar in Ed: Eye Movement Research Laboratory	D. Coffing
731	Introduction to Factor Analysis	Swaminathan
735	Test Theory	R. Hambleton
833	Seminar in Knowledge Diffusion and Utilization	W. Wolf
994	Introduction to Behavioral Research	Fortune/Hutchinson
SECONDARY COURSE OFFERINGS (Fall 1971 Semester) for Research Center		
Ed. 251/551	Social Foundations of Education	SHP
Ed. 290/590	Observational Techniques in Early Childhood Education	SHP
Ed. 299/599	Alternative Structures in Higher Education	Higher Education
Ed. 769	Evaluation of Curriculum Programs	Humanistic Education

Ed. 763	Organization for Curriculum Development Humanistic Education	
Ed. 358/658	Introduction to Educational Administra- CLA tion	
Ed. 362/662	Workshop in Educational Television	Media
Ed. 705	Seminar in Education: Curriculum Construction for the Integrated Day	Teacher Education
Ed. 19/686	Seminar in Problems in Evaluation for Teachers	Non-Center
Ed. 618	Instructional Applications of Computers	Non-Center
Ed. 317/617	Introduction to Computer Programming in APL	Non-Center

Major Accomplishments

Internal reorganization. The Center conducted an analysis of the functions that need to be performed in order to operate effectively. A process was instituted that allowed each member of the Center to choose functions to perform. Each person was given the authority to act subject to review by the Center. The group was very satisfied with the operation of this differentiated function approach and expect even greater effectiveness next year.

Evaluation Methodology. Members of the Center have considerably extended the development of a comprehensive methodology for the purpose of providing data for decision making. A full year course evaluation methodology and the techniques of methodology development and research was instituted for the first time.

Comprehensive Achievement Monitoring. The Project for Comprehensive Achievement Monitoring (CAM) has completed its fourth year under the Charles F. Kettering Foundation grant to Dwight Allen and under the direction of William Gorth. CAM has developed a viable system of improving evaluation in the public schools. Twenty schools in

Massachusetts, Connecticut, New York, New Jersey, Minnesota, and California are now using CAM with more than fifteen thousand students. The Title III grants by the U.S. Office of Education have supported the continuing development of the project. Information about CAM has been presented at the following professional meetings of: American Educational Research Association, National Council on Measurement in Education, Educational Technology, Northeastern Educational Research, and Association of Educational Data Systems and at workshop at the University. CAM has been included as a major component in the system for Program Evaluation and Design (SPED) developed by Dr. Robert O'Reilly, Chief, Bureau of School and Cultural Research, New York State Education Department to evaluate reading programs in Title I projects in New York State. Project CAM is working with New York Institute of Technology in developing skills in CAM data processing.

Behavioral Objectives and Test Item Bank. A large collection of behavioral objectives and associated test items for elementary and high school reading, mathematics, sciences, and other subjects is being gathered with the purpose of distributing them to teachers in the Northeast. Computer programs are available to print lists of objectives and items as well as tests in ready to use format.

Curriculum effectiveness. Attracting non-research majors to courses and experiences offered by the Center for research has been a prime concern in recent years. During the past year, several courses were offered which attracted and retained numerous students outside the research center. In addition, center faculty provided a variety of modular-type experience which were most favorably received. As a result of these experiences, the Center's pedagogical image has been enhanced considerably.

Research Support Pool. Plans have been made during the year to re-establish a drop-in type advisory service for the School audience. This service will be housed somewhere in the School of Education building; it will be staffed by faculty and graduate students from the research center, and it will be open to all. Particular emphasis will be placed upon developing appropriate designs for studies planned and for identifying useful research strategies which can strengthen data gatherings and analysis undertakings.

Simulation modeling. The EDSIM 1 and time portion of EDSIM 4 models are being validated with data furnished by the Learning Research and Development Center, University of Pittsburgh. This study is supported by a U.S.O.E. Cooperative Research Grant, and is resulting in an Ed.D. thesis for Mr. William W. Foley. Additional exploratory studies are being performed by Mr. Frederick deFriesse. Presentations of our various computerized simulation models have been made to American Educational Research Association (week-long pre-session of which this was a major component), Association for Educational Data Systems, Staff Personnel Utilization Leadership Training Institute, Beaverton (Oregon) Schools, and many local seminars (such as Technical Skills smorgasbord of Center for Leadership in Administration).

School Scheduling. Improvements in computer programs for school scheduling continue. In conjunction with a number of pilot schools changing to flexible scheduling, master schedule building tools are now being developed. Service activities for a small number of schools in New York, Connecticut, and Massachusetts support Mr. Richard Stone, and may support additional graduate students in the future.

CURRICULUM COORDINATOR

Curriculum Coordinator

The need for Curriculum Coordinators and Curriculum Change is a felt need of each of the learning centers. At this time there is no curriculum learning center; however students wishing to become curriculum coordinators can do so by planning an individualized program with their doctoral committees or advisors. Students wishing to become curriculum coordinators have the resources of each learning center to use to further their studies.

While each center provides work in curriculum, the following faculty members devote a major portion of their time in the area of training curriculum coordinators:

Name	Position or Rank	Center Affiliation
Robert Sinclair	Assistant Professor	Humanistic Education
Jerry Weinstein	Prof., Director	Humanistic Education
Roland Wiggins	Assis. Prof., Director	Aesthetics Education

The following courses relate directly to the training of curriculum coordinators and are usually the common core students wishing training in that area choose from. At least 8 students per year in each level have focused on becoming curriculum coordinators.

Course Offerings Directly Related to Curriculum Coordinator

Ed E26	Analysis of Racial Prejudice thru Survey of Reading Materials and Humanistic Curriculum Development	Smith/Weinstein
E29	Special Problems in Ed: Development and Evaluation of In-class Curriculum	Cuniff/Staff
E52	Special Problems in Ed Organization for Curriculum Development	Sinclair

268	Curriculum Development in Urban Education	Suzuki
520	Performance Curriculum in Human Relations	Ivey
526 Sec.1	Curriculum Development in International Education	Evans/Peerson
527	Curriculum Innovation in Music and Sound	Wiggins
560	The Elementary School Curriculum	Bunker
577 Sec.1	Principals of School Guidance	
678	Practicum in Humanistic Curriculum Development	Weinstein
678 Sec.E52	Organization for Curriculum Development	Sinclair/Phillips
686 Sec.5	The Role of Arts in the Inner City Curriculum	Andres
686 Sec.8	Special Problems in Ed: Curriculum Innovation in Interrelated Arts	Wiggins/Jiminez
686 Sec.46	Special Problems in Ed: Interchange in the Arts between School and Community in the Inner City	Andres
686 Sec.61	Performance Curriculum in Teaching Reading and Language Arts in the Elementary School	Yarrington/Barnes
705 Sec.7	Curriculum Construction for Integrated Day	Rudman
705 Sec.25	Issues and Problems in Curriculum Innovation	Sinclair
705 Sec.27	Advanced Humanistic Curriculum Development	Weinstein
705 Sec.30	Seminar in Aesthetic Curriculum	Brainerd
757 Sec.1	Research, Planning and Development in Urban Education	Jones
766	Curriculum Development Theory and Research	Sinclair
881	Comparative Ed	Urch

EDUCATIONAL REFORM

Educational Reform

The School of Education is working towards Educational Reform through the work being done in each Learning Center as well as through all of its other activities related to teacher education. Since this is an overall commitment, each course offered by the School should either directly or indirectly be related to educational reform. This folio will consist of two components:

1. A description of the Center for the Study of Educational Innovations (since this is an emerging Center due to organizational change, it only has two faculty members at the present time; however its director, Rhody McCoy is in the process of strengthening the Center in terms of resources and faculty).
2. A selection of those courses which most directly relate to Educational Reform will follow the description of the Center. (Students interested in specializing in Educational Reform may do so through the individualized programming process in any of the Learning Centers.) It is difficult to estimate the numbers of graduates in Educational Reform since most of the courses offered deal with that area.

CENTER FOR THE STUDY OF EDUCATIONAL INNOVATIONS

This Center was created to inquire systematically into processes of educational change and to bring about school improvement. To this end, CSEI developed three interdependent action units, which are:

- (a) working on creating and improving educational practices; (b)

evaluating and conducting research on current and experimental practices, as well as on strategies for bringing about change; returning data, evaluations, etc.; and (c) developing ways for schools in Massachusetts and elsewhere to take advantage of the available knowledge about innovations.

Because it is involved in the above activities, the Center can provide training for students in various phases of proposal development, conference and workshop planning, innovation conceptualization and development, research and evaluation, administration, teaching and consultation. The amount of credit earned will vary, depending on the intensity and the quality of the supervised experience.

CENTER FOR INNOVATIONS IN EDUCATION

NAME	POSITION OR RANK	AREA OF INTEREST(S)
Rhody McCoy	Assoc. Prof. Director	Urban Ed Administration and Innovative Education

CENTER FOR THE STUDY OF EDUCATIONAL INNOVATIONS (Spring)

Center Coordinator - Rhody McCoy - Room 221

D51/685 Sec.51	Practicum in Ed: A Practicum in Innovations in Education	R. McCoy
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705 Sec.20	Seminar in Ed: Leadership in Administration	R. McCoy
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CENTER FOR THE STUDY OF EDUCATIONAL INNOVATIONS (Fall)

Center Coordinator - Rhody McCoy - Room 221

(PRIMARY COURSES)

E55/686 Sec.55	Special Prob. in Ed: Processes of Education & Ideology of Capitalism	McCoy/Alschuler
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E61 Sec.61	Seminar in Ed: Skill Development in Alternative Teaching Styles	(By Permission) McCoy
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705	Seminar in Ed: Innovations in Reform or	McCoy
Sec.31	Status	

Course Offerings Directly Related to Educational Reform

E09 Sec.9	Open Education: Prospects for Reform	Kornegay/Pilcher
E41	Special Problems in Ed: Classroom Management Methods: Motivation, Leadership, Change	Blanchard
E61	Skill Development in Alternative Teaching Styles	McCoy
231	Issues of Freedom and Restraint in Academic Policy	French
250	Conceptions of Liberal Education	Wellman
520 Sec.2	Human Relations Lab	Ivey
577 Sec.2	Principals of School Guidance	Fredrickson
599	Alternative Structures in Higher Ed.	Clark
686 Sec.10	Counseling and the Counter Culture	Blount/Wideman
686 Sec.12	The Intra/Inter personal Dimensions of Race Relations	Preston
686 Sec.39	Utopian vs. Historical Vision and Ed.'al Reform	Sullivan
686 Sec.47	Pre-school for Black Children	Washington
686 Sec.48	Gestalt Therapy-Applications for Personal Group and Organizational Development	LaFrance
686 Sec.49	Organizational Behavior in Ed. Programs for Ministers	Hodges
686 Sec.53	Simulation and Gaming	Thomann/Anderson
686 Sec.57	Growing Up in America: How Some People Think They Learn	Schragg
686 Sec.59	Creative Problem Solving/Creative Behavior/ Creative Ed.	Jordan

686 Sec.74	Planning and Implementing Change: A Case Study Joseph Approach	
686 Sec.83	The Non-Public Alternative School	
705 Sec.2	Out of School Youth Ed: World Perspective	Evans/Gillette
705 Sec.7	Workshop for the Integrated Day	Rudman/Staff
705 Sec.23	Juvenile Delinquency in Ed. Systems	Dye/Jordan
705 Sec.28	Community and Organizational Development	Weinstein
705 Sec.30	Curriculum Innovations in Music and Sound	Wiggins
705 Sec.35	The Development and Building of an Alternative School	Joseph
832	Experimental Design in Counseling Research	Haase

CENTER FOR AESTHETICS IN
EDUCATION

Center for Aesthetics in Education

The basic objective of the Center is to reconceptualize the role of the arts in education and the aesthetic experiences they can mediate within the public school system at all levels. This process of reconceptualization involves: a) The development of a philosophy of "applied aesthetics" which may function as an extensive set of assumptions on which the work of the Center may be imaginatively and creatively pursued; b) The innovation of curricula appropriate to all art and experimental media; c) The training of teachers and/or administrators in the function, purpose, and means of applying and utilizing these curricula; d) Undertaking research and evaluation activities relative to the curricula developed and the teacher training program designed to go with them; and e) Developing a resource center in aesthetics in education which will also serve a dissemination function. Currently, approximately 25 doctoral candidates are working in this center.

CENTER FOR THE STUDY OF AESTHETICS IN EDUCATION

NAME	POSITION OR RANK	AREAS OF INTEREST
Roland Wiggins	Director, Asst. Prof.	Urban Aesthetics/Computer Analysis
William Andres	Lecturer	Theater Arts/Curriculum Devel.
Nat French	Assoc. Prof.	Administration
Masha Rudman	Asst. Prof.	Children's Lit/Reading/Curr. Devel.

CENTER FOR THE STUDY OF AESTHETICS IN EDUCATION (Fall)

Center Coordinator - Roland Wiggins - Graduate Research Center

(Primary Courses)

202/502	Role of the Administrator in Aesthetics in Education	N. French
205/505	Aesthetic Elements in the Teaching/	S. Brainerd
Sec. 3	Learning Process	
Sec. 4		S. Brainerd

Center for the Study of Aesthetics in Education (cont'd)

E08/686 Sec. 8	Special Problems in Ed: Curriculum Innovations in Interrelated Arts	Wiggins/Jiminez
E45/686 Sec. 45	Special Problems in Ed: The Role of Theatre Arts in The Classroom of the Elementary & Secondary School	William Andres
E46/686 Sec. 46	Special Problems in Ed: Educ Interchange in the Arts Between School and Community in the Inner City	William Andres
E05 Sec. 30	Seminar in Aesthetic Curr.	S. Brainerd
227/527 Sec. 30	Curriculum Innovations in Music & Sound	R. Wiggins
705 Sec. 32	Seminar in Ed: Phil & Administration of Aesthetic Education	R. Wiggins

SECONDARY COURSE OFFERINGS (Fall 1971 Semester) for Aesthetics Center

12.

<u>Course Number</u>	<u>Course Title</u>	<u>Center or Affiliation</u>
251/551 Sec 6	Foundations of Educations	Foundations
251/551 Sec 7	Foundations of History and Philosophy of Education for Blacks in America	Foundations
881	Comparative Education	Foundations
290/590	Observational Techniques in Early Childhood Education	Human Potential
293	Laboratory Courses in Using Human Development Knowledge in Education	Human Potential
705 Sec 14	Seminar in Education Group Counseling	Human Relations
912	Occupation and Placement in School Guidance	Human Relations
705 Sec 10	Seminar in Education Current Issues in Higher Education	Higher Education
521/221 Sec 1		Humanistic Education
222/522 Sec 1	Education of the Self	Humanistic Education
678		Humanistic

Secondary Course Offerings (cont'd)

763	Organization for Curriculum Development	Humanistic
769	Evaluation of Curriculum Programs	Humanistic
126/526		
351/658	Introduction to Educational Administration	Leadership Administration
/686		
705 Sec 24	Seminar in Education	

AESTHETIC (Spring)

E02/686 Sec. 2	Aesthetic Elements in the Teaching/Learning Process	Susan Brainerd
E03/686 Sec. 3	Spec. Prob. in Ed: The Professional Artist as a Resource to Schools	William Andres
E05/585 Sec. 5	Spec. Prob. in Ed: The Role of the Arts in the Inner City School Curriculum	William Andres
E08/686 Sec. 8	Spec. Prob. in Ed: Curriculum Innovations in the Interrelated Arts	Andres/Jiminez/Portnoy
E45/686 Sec. 45	Spec. Prob. in Ed: The Role of Theatre Arts in the Classroom of the Elementary and Secondary School	William Andres
227/527	Curriculum Innovations in Sound and Music in Education	Roland Wiggins
705	Seminar in Ed: Philosophy and Administration of Aesthetic Education	Roland Wiggins
Center Coordinator - Roland Wiggins - Graduate Research Center		

CENTER FOR THE STUDY OF AESTHETICS IN EDUCATION - MAJOR ACCOMPLISHMENTS

The major accomplishments of the Center include: the appointment of Dr. Roland Wiggins as Center Director; the addition of one new faculty member to the Center, William Andres; the development, organization and

evaluation of a major innovative multi-arts undergraduate teacher education course, The Aesthetic Elements of the Teaching-Learning Process, made possible by the cooperation and dedication of six unfunded graduate students from the Center; a rededication to the needs of the urban crisis and a commitment to seeking solutions to the challenging issue: racism in society and education; and, the graduation of our first two doctoral students since the "revolution".

Special projects and programs have included: Center participation in Headstart and Broadjump teacher training programs; hosting and sponsoring a Manhattanville Music Curriculum Program workshop (completing a series of direct involvement efforts in all major music education innovations in the nation); coordinating the Hallmark "Kaleidoscope" art-experience program for school children in Amherst; conduction a special elementary education arts program entitled "Lollypop"; representation at the Institute of Black American Music held in Chicago and at various other national arts, research and environmental conferences; and publication of articles in the School of Education Journal and publication of "Fostering Learning Through the Arts" in the University of Massachusetts Alumni magazine.

Center for Humanistic Education

Center for Humanistic Education

Humanistic Education is a new curriculum area with its own teaching methodology. We feel that it is both necessary and possible to develop such a program of instruction to promote and deal directly with the concerns, needs and personal reactions of the student. Thus, the student's repertoire of behaviors for negotiating with himself, with others and with social institutions constitutes the content of a program in Humanistic Education. Humanistic Education will give almost total attention to the learner, for he is--in fact--the subject matter of the program. His concerns about his own identity, his sense of affiliation, and his concern for his own personal power will structure the type of curriculum he will experience. Approximately 20 Masters candidates 2 CAGS candidates and 15 Doctoral candidates are working in this Center.

CENTER FOR HUMANISTIC EDUCATION

NAME	POSITION OR RANK	AREAS OF INTEREST
Alfred Alschuler	Professor	Humanistic Ed/Clinical Psychology
Gerald Weinstein	Director, Professor	Humanistic Ed./Curriculum
Sid Simon	Professor	Humanistic Ed/Values Clarification
Robert Sinclair	Assis. Prof.	Humanistic Ed/Curriculum

CENTER FOR HUMANISTIC EDUCATION (Fall)

Center Coordinator - Jerry Weinstein - Montague House

(PRIMARY COURSES)

T01/521 Sec. 1	Strength Training	Staff
T02/521 Sec. 2	Strength Training	Staff

T03/521 Sec. 3	Strength Training	Staff
T04/521 Sec. 4	Strength Training	Staff
T05/521 Sec. 5	Strength Training	Staff
T06/521 Sec. 6	Strength Training	Staff
T07/521 Sec. 7	Strength Training	Staff
S01/522 Sec. 1	Education of the Self	Staff
S02/522 Sec. 2	Education of the Self	Staff/S. Simon
S03/522 Sec. 3	Education of the Self	Staff
S04/522 Sec. 4	Education of the Self	Staff
S05/522 Sec. 5	Education of the Self	Staff
678	Practicum in Humanistic Curriculum Development	G. Weinstein
E42 Sec. 42	Special Prob. in Ed: Clarifying Your Values	Joel Goodman
E43 Sec. 43	Special Prob. in Ed: Clarifying Your Values	L. Hawkins
E52	Organization for Curriculum Development	R. Sinclair/Phillips
686 Sec. 84	Special Prob. in Ed: Psychological Education	A. Alschuler
705 Sec. 11	Seminar in Education - Value Clarifications	S. Simon
705 Sec. 25	Seminar in Education: Issues and Problems in Curriculum Innovation	R. Sinclair
705 Sec. 27	Training of Trainers	Weinstein

705 Sec. 28	Community & Organization Development	Weinstein
705 Sec. 29	Advanced Humanistic Curriculum Development	Weinstein
766	Curriculum Development Theory and Research	R. Sinclair
835	Special Seminar in Humanistic Education	G. Weinstein/A. Alschuler
705 Sec. 33	Seminar in Ed: Value Clarifications	S. Simon

SECONDARY COURSE OFFERINGS (Fall 1971 Semester) for Humanistic Center

701 Sec. 3	Prac. for School Counseling small group leadership	Human Relations
705 Sec. 14	Sem in Educ: Group Counselling	Human Relations
915 Sec. 1,2,3	Group Activities	Human Relations
E11	Spec Prob in Educ Group Dynamics	Human Relations
E13/686 Sec. 13	Spec Prob in Educ Female Awareness for Woman Teachers	Human Relations
994	Intro to Behavioral Research	Educ Res
705 Sec. 7,8	Sem: Curr-Cou ns-In-Day	Teacher Ed
313 Sec 1,2,3,4,5 613	Intro to Urban Educ	Urban Ed.

HUMANISTIC EDUCATION CENTER (Spring)

Center Coordinator - Jerry Weinstein - Montague House

E12/686 Sec. 12	Spec. Prob. in Ed; The Intra-/ Inter- personal Dimensions of Race Relations	Fred Preston
E13 Sec. 13	Spec. Prob. in Ed: White on White Racism	Weinstein/Alschuler
E26 Sec. 26	Spec. Prob. in Ed: Analysis of Racial Prejudice thru Survey of Reading Materials & Humanistic Curriculum Development	L. Smith/G. Weinstein

E43 Sec. 43	Spec. Prob. in Ed: Clarifying your Values	R. Witort/L. Kahn
686 Sec. 27	Spec. Prob. in Ed: Advanced Education of the Self	G. Weinstein
686 Sec. 84	Spec. Prob. in Ed: Adv. Psychological Education II	Alred Alschuler
T01/521 Sec. 1	Strength Training	Gerald Loney
T02/521 Sec. 2	Strength Training	Geraid Loney
T03/521 Sec. 3	Strength Training	Joseph Samuels
T04/521 Sec. 4	Strength Training	Joseph Samuels
S01/522 Sec. 1	Education of the Self	Bruce Irons
S02/522 Sec. 2	Education of the Self	Sidney Simon
S03/522 Sec. 3	Education of the Self	Marianne Simon
705 Sec. 11	Seminar in Ed: Value Clarifications	Sidney Simon
705 Sec. 27	Seminar in Ed: Training of Trainers	J. Weinstein/J. Canfield
705 Sec. 28	Seminar in Ed: Leadership Laboratory in Humanistic Education	Weinstein/Simon/Sinclair/Alschuler
705 Sec. 29	Seminar in Ed: Advanced Curriculum Development II	Weinstein/D. Shallcross
765 Sec. 1	Organization for Curriculum Development	R. Sinclair
766 Sec. 1	Curriculum Development: Theory and Research	R. Sinclair
835 Sec. 1	Spec. Prob. in Humanistic Education	Weinstein/Alschuler

CENTER FOR HUMANISTIC EDUCATION - MAJOR ACCOMPLISHMENTS

During 1970-71, the Center for Humanistic Education has begun the important job of developing and implementing humanistic education

curriculum in various pilot schools throughout the country. Most of the schools involved have been in the New England area, although we do have a number of schools in California, and Philadelphia who are taking advantage of the services we have to offer. Such services that we offer are: staff development in the areas of curriculum development and the acquisition of personalogical skills. The Center has grown tremendously over the past year from a unit of approximately 20 people, to a unit of over 50. As a result, we see that our influence is being felt in many quarters of the educational community. The amount and quality of our curriculum efforts has greatly increased and improved, and we now feel confident to continue with the successful and effective implementation of humanistic curriculum into public schools. A noteworthy accomplishment is the service that we have been able to render to the School of Education and university community through our courses. We seem to have been able to aid students and faculty members in furthering their personal development and professional expertise. Strength Training, Value Clarification, Education of the Self have afforded many people their first opportunity to begin to look at themselves as decision makers and teachers.

Special projects: In the past year our off-campus special programs for teachers have proven to be significantly successful in bringing the affective domain into legitimacy in the classroom and the schools. The programs in which we are involved are the humanistic education program in Montague, Quabbin School District, Philadelphia School District, the humanistic education program now operating in Warwick, Massachusetts, the humanistic education nursing program in Springfield, Massachusetts, the COP program in Brooklyn, New York, the program in the Dorchester, Massachusetts schools and in Mt. View, California.

Throughout all of these it is easy to see the improvement and progress we have made with our dealings with these communities, and the improvement in classroom instruction which is our major goal.

CENTER FOR THE STUDY OF HUMAN POTENTIAL

Center for the Study of Human Potential

The primary purpose of the Center is the development of an understanding of the nature of human potential and the facilitation or inhibition of its release by the education process which is employed.

The premise underlying the work of the Center is that since culture shapes attitudes and feelings about self which produce motivational and volitional strengths or inadequacies; education, when properly conceived, will refer to those experiences and processes which will facilitate the release of human potential at an optimum rate.

Attitudes of racism have much to do with the formulation of opinions about self, particularly in young children. Since these attitudes generate opinions which are inhibitive factors in the development and release of human potential, an integral part of all of the programs and activities within the Center will be the dissolution of all attitudes of racism.

The key factor in the release of human potential is learning competence. Consequently, the major thrust of the Center's efforts will concern the development of a basic educational model which focuses on the development of learning competence and which differs significantly from traditional models whose primary focus is information storage and retrieval.

A variety of programs, projects, courses and modular offerings are provided by the Center. Special interests of the Center include early childhood education, the role of education in juvenile delinquency prevention, educational models for correctional settings, education for culturally pluralistic populations, and the development of an educational model which concentrates on strengthening learning competence. Approximately 45 doctoral candidates and 15 Master's candidates are working in this Center.

CENTER FOR HUMAN POTENTIAL

NAME	POSITION OR RANK	AREAS OF INTEREST
Lawrence Dye	Lecturer	Delinquency Programs
Dan Jordan	Professor, Director	Human Potential/Aesthetics
David Day	Assoc. Prof.	Early Childhood Education
Ernest Washington	Assoc. Prof.	Early Childhood Education

Center for Human Potential (fall)

Center Coordinator - Dan Jordan - Graduate Research Center

(PRIMARY COURSES)

290/590	Observational Technique in Early Childhood Education	Staff
291/591	Early Childhood Education Movement	D. Day
293/593	Laboratory Course in Using Human Development Knowledge in Education	Staff
E47/686 Sec. 47	Special Prob. in Ed: Pre-school for Black Children	Ernest Washington
E59 Sec. 59.	Special Prob. In Ed: Creative Problem Solving/Creative Behavior/Creative Education	Klein/Jordan
705 Sec. 20	Seminar in Education: Critical Variables in Comp. Ed: Devel. of Volitional Competence	Jordan/ P. Conway
705 Sec. 23	Seminar in Education - Juvenile Delinquency in Educ. Systems	Dye/Jordan

SECONDARY COURSE OFFERINGS (Fall 1971 Semester) for Human Potential Center

<u>Course Number</u>	<u>Course Title</u>	<u>Center or Affiliation</u>
E20/686	Special Problems in Education: Education and the Psychology of Perception	Non-Center
705	Seminar in Education Seminar for Teachers of Minority Groups	Non-Center

Secondary Course Offerings (Fall 1971 Semester) [cont'd]

705	Seminar in Education: Artificial Intelligence and Computer-Assisted Instruction	Non-Center
275/575	Diagnosis of Reading Disabilities	Reading Program
267/567	Urban Community Relations	Urban Education
268	Curriculum Development in Urban Education	Urban Education
705	Seminar in Education: Seminar in curriculum construction for the Integrated Day	Teacher Education
782	Children's Literature	Teacher Education & Aesthetics
632	Introducation to Educational and Psychological Testing	Research
355/655	Educational Statistics I	Educational Research
E15/686	Special Problems in Education: Computer Laboratory with Education Statistical Applications	Educational Research
E16/686	Special Problems in Education: Systematic Development of Student Learning Environments	Educational Research
686	Special Problems in Education: Introduction to Research for Non-Majors	SMERD
735	Test Theory	Research
994	Introduction to Behavioral Research I	SMERD
686	Special Problems in Education: Research Techniques in Studying Urban School and Community Problems and roles played by media	Media
705	Seminar in Education: Eye Movement Research Laboratory	Media
763	Organization for Curriculum Development	Humanistic Education

HUMAN POTENTIAL (Spring)

E9I/591	Early Childhood Education Movement	David Day
E10/686 Sec. 10	Spec. Prob. in Ed.: Research in Early Childhood Education	Ernie Washington
E11/686 Sec. 11	Spec. Prob. in Ed: The Teaching of Skills	Peter H. Wagschal
E14/686 Sec. 14	Spec. Prob. in Ed: Seminar in Drug Abuse	Larry Dye
E20/686 Sec. 20	Spec. Prob. in Ed: Education and the Psychology of Perception	Peter H. Wagschal
E21/686 Sec. 21	Spec. Prob. in Ed: Education and Subjective Philosophy	Peter H. Wagschal
E59 Sec. 59	Spec. Prob. in Ed: Evolving Creative Behavior	Ronnie Klein/Linda Rabel
D53/685 Sec. 53	Practicum in Ed: Practicum in Juvenile Delinquency	Larry Dye

Center Coordinator-Dan Jordan-Graduate Research Center

CENTER FOR THE STUDY OF HUMAN POTENTIAL - MAJOR ACCOMPLISHMENTS

The Center for the Study of Human Potential came into being in the Spring of 1971. It evolved from a number of programs already in existence: Early Childhood Education, Compensatory Education, Prison Education and Education for Juvenile Delinquency Prevention. In addition to full loads of teaching, advising, and supervising the dissertation activities of a number of doctoral candidates, the Center, under the leadership of Mr. Larry Dye, received a grant (of \$25,000) from the U.S. Office of Education for the purpose of making an assessment of the Juvenile Delinquency Prevention and Control Act of 1968. A conference was organized on campus to which participants from all over the country were invited. Special papers, generally directed at the problems of juvenile delinquency prevention and control, were presented

at the conference and were later developed into an edited volume of conference papers which were submitted to the U.S. Office of Education along with an assessment of the Act under consideration. The Center has also recently received a \$175,000 grant from the New England Program in Teacher Education for the purpose of developing the specifications of an educational model (ANISA) designed to develop human potential at an optimum rate by concentrating on the development of learning competence. The grant also covers the cost of detailing a teacher education program based on the model. The new director of the Center is Dr. Daniel Jordan.

In addition to those listed above, the Center has been involved in helping to develop programs in day care centers in Northampton and Esathampton and in a number of juvenile detention homes in Massachusetts. The Center has also provided consultant services to a number of State Departments of Education, to Title I ESEA programs in the New England region, the State Division of Youth Services, and a number of correctional institutions in the New England region.

Center for International Education

Center for International Education

"International Education" is by definition, the institutionalized process of the mobilizing and building of human resources for active participation in a world-centered system of education and human development.

The programs, courses and experiences offered by the Center are designed to: a) help foster the knowledge and understanding of students regarding subcultures of our nation and cultures of the world; b) help prepare them for leadership roles in the international affairs of our nation; and c) prepare them to work with the socioeconomic and political development of other nations via the medium of education. Students who enter programs offered by the Center may prepare to teach at any educational level at home and abroad or for nonteaching roles in the field of international education. Approximately 7 Masters candidates and 25 Doctoral candidates are currently working in the Center.

CENTER FOR INTERNATIONAL EDUCATION

NAME	POSITION OR RANK	AREAS OF INTEREST
*+ David Schimmel	Director, Asso. Prof.	Ed. for Global Survival Governance
* David Evans	Assis. Prof.	Developmental Ed./Technology
*# Lowell Fleischer	John Q. Adams Lecturer	Ed. in Latin America
*# William Tutman	Asso. Prof.	Teacher Corps/Urban Ed.
* George Urch	Assis. Prof.	Comparative Ed./Ed. in Africa
# Ernesto Zambano	Visiting Prof.	Cross Cultural Ed./Psychiatry and

CENTER FOR INTERNATIONAL EDUCATION (Spring)

Center Coordinator - David Schimmel - Room 8 (Basement)

686 Sec. 29	Spec. Prob. in Ed: Design and Evaluation of Modular Learning Experiences	D. Evans/P. Christensen
E30/686 Sec. 30	Spec. Prob. in Ed: Education for International Survival	David Schimmel
E31/686	Spec. Prob. in Ed: Center Collegial Learning Seminar - International Educ.	David Schimmel/David Evans
225/525	Education in Africa	George E. Urch
226/526	Curriculum Development in International Education	David R. Evans/Pearson
229/529	International Education	David Schimmel/Staff
365/665	Education in Latin America	Fleischer/Haviland
724	Seminar in International Education for Doctoral Students	David Schimmel
816 Sec. 1	Technology and Educational Development	David Evans
816 Sec. 2	Technology and Educational Development	Mary Alice Wilson
830	Education and Nation Building	William Tutman

CENTER FOR INTERNATIONAL EDUCATION (Fall)

Center Coordinator - David Schimmel - Room 8 (Basement)

(PRIMARY COURSES)

226/526 Sec. 1	Curriculum Development in International Education	Evans/Pearson
226/526 Sec. 2	Curriculum Development in International Education	Evans/Wilson
229/529	Survey of International Education	Schimmel/Staff
365/665	Education in Latin America	L. Fleischer
387	Special Problems in International Ed: International Ed Symposium	Urch/Evans
687 Sec. 1	Special Problems in International Ed	Schimmel/Staff

687 Sec. 2	Special Problems in International Ed	Schimmel/Tutman
705 Sec. 2	Seminar in Education - Out-of-school Youth Educ: World Perspectives	Evans/Gillette
724	Seminar in International Education for Doctoral Candidates	D. Schimmel
817	Educational Planning for Developing Countries	Evans

SECONDARY COURSE OFFERINGS (Fall 1971 Semester)

250	Conceptions of Liberal Education	SHP/Foundations
251/551 Sec. 6	Foundations of Educations	SHP/Foundations
251/551 Sec. 7	History and Philosophy of Education for Blacks in America	SHP/Foundations
836	Seminar in Educational Sociology and Educational/Anthropology	SHP/Foundations
881	Comparative Education	SHP/Foundations
705 Sec. 11	Seminar in Value Clarification	Humanistic Education
E23/686 Sec. 23	Special Problems in Educational Administration: Politics of Educational Change	CLA
705 Sec. 21	Seminar in Educational Research in Media and Communication	Media Center
E18/686 Sec. 18	Special Problems in Classroom Education	SMERD
833 Sec. 1	Seminar in Knowledge Diffusion and Utilization	SMERD
E20/686 Sec. 20	Special Problems in Education: Education and the Problems of perception	Non-Center

CENTER FOR INTERNATIONAL EDUCATION

The major accomplishments of the Center for International Education this year fall into three categories: publications, appointments, and funded projects.

Publications:

- a. The Non-Western World: An Annotated Bibliography for Elementary and Secondary Schools. This publication, prepared by Dr. George Urch and Ruth Probandt, contains more than 350 annotated entries of books and documents useful to teachers of non-Western studies for the areas of Africa, Asia, and Latin America.
- b. Sundry Papers. This publication is a collection of five papers written under the supervision of Professor David R. Evans. They are titled "Uses of Foreign Students" by Steven Grant, "Micro-Teaching in a Cross-Cultural Training Situation" by Alfred S. Hartwell and Joseph Blackman, "St. Lucia and Martinique: A Sketch of Economic Development in Two Caribbean Islands" by Francis Higginson, "Pre-Occupation and In-Industry Education" by James Hoxeng, and "A Brief History of Attempts to Bring the Study of Man to Man: Anthropology and Education and the Use of Film in Anthropology" by Kenneth Shuey.
- c. The Impact of a Diversified Educational Program on Career Goals: Tororo Girls' School in the Context of Girls' Education in Uganda. This publication written by Professor David R. Evans and Gordon Schimmel is the final report of a research project conducted in Tororo. It is a comparative study of five girls' secondary schools in Uganda.
- d. Non-Formal Alternatives to Schooling: A Glossary of Educational Methods. This publication, compiled by David R. Evans and William Smith, is an introductory document describing some twenty-five alternatives to schooling - alternatives which are now described as non-formal teaching methods.
- e. Education Innovations: Issues in Adaptation. Compiled by Professor David R. Evans, Arthur Gillette and William Smith, this document is a collection of innovative techniques and serves as an introductory reference.
- f. Publications by Arthur Gillette, fellow of the Center, include: "Something of Value to Share", an article in the Christian Science Monitor which gives a description of the CIE Teacher Corps Project in Worcester; "Pour les Echanges Intraregionaux a l'Interieur de Tiers Mande" (For Intraregional Exchanges in the Third World), an article written for Education et Echanges, Paris, which advocated the development of youth exchanges within Asia, Africa, and Latin America; and, "Les Conference, a quoi

ga sest?" (What Use Conferences?), an article written for Education et Echanges, Paris, which attacks the traditional conferences and proposes alternatives.

- g. African Studies Handbook. This publication, by Marianne Nesler, represents the final product of the Worcester Teacher Corps and is a compilation of various African Studies curricula for both elementary and secondary schools.

Appointments: During the year several CIE Fellows received faculty appointments and research grants. Cynthia Shepard became Director of the Center for International Development Studies, Texas Southern University of Houston and Hank Homes was appointed to the position of Cross-Cultural Coordinator for the U. S. Peace Corps in Malaysia. Joseph Blackman and Dale Kinsley became faculty members of the University of California of Santa Cruz where they will direct a three-year combination Teacher Corps/Peace Corps Program. Steve Grant has been doing field research on the Educational TV Project in the Ivory Coast.

Funded projects:

- a. Teacher Corps. During 1971, the 4th Cycle Teacher Corps Program was extended for six months in what is termed "the extern phase". The six Teacher Corps teams were split between the cities of Worcester, Massachusetts, and Miami, Florida. The Center has also applied for and received a grant under which a second Teacher Corps Program will be administered beginning in June, 1971. The principal city involved in this program is Providence, Rhode Island. There are several unique features about the new Teacher Corps Project planned for 1971-1973. It is the only Teacher Corps Project in the United States that works with African Studies, is being implemented at the middle school level, exclusively recruit applicants with previous experience in Africa (primarily through the Peace Corps), is being planned for as many as sixty interns, and entails inter-state cooperation, i.e., between the Commonwealth of Massachusetts and the State of Rhode Island.
- b. Ford Foundation. Workshops in micro-teaching, comprehensive achievement monitoring, and behavioral objectives were conducted by the Center Fellows at the Universidad del Valle, in Cali, Colombia. This project was conducted in cooperation with CREE (El Centro de Recursos de la Ensenanza).

- c. AID/Educator. Four Fellows of the Center for International Education conducted a one-month survey of non-formal education in Ecuador. During the survey the activities of twenty-five educational agencies were reviewed and three proposals regarding the involvement of the University of Massachusetts with various educational agencies have been submitted.
- d. Uganda Project. In November of 1970, Dwight Allen and R. Michael Haviland made an inspection tour of the Tororo Girls' School, Tororo, Uganda. Recommendations concerning increased staffing, in-service education workshops for the Tororo Girls' School teachers, and increasing the number of Ugandan participants were submitted to the Ministry of Education of Uganda and to U.S.A.I.D. The recommendations have now been effected.
- e. Non-Western Studies Workshops. These workshops were conducted both at the University of Massachusetts and in Springfield for more than 150 area teachers. In addition, consulting teams from the Center worked in the area of non-Western studies with the school systems of Conway, Sturbridge, and Springfield.

MEDIA IN EDUCATION

(MEDIA CENTER)

The Center for Communication in Education is expanding and deepening its commitment to sensitive and dynamic communication. Its two primary interrelated components--the anatomy of interpersonal, intra-organizational, and mass communications, and media production and technical systems--together focus upon providing the essential training and experiences necessary for meaningful and relevant communication of our complex "World Culture". Courses are offered in television, film, video tape, and other audio-visual production, and use of these media to further educational processes and purposes. The courses range from "hands on" experience operating equipment to the theoretical uses of media in relation to learning; the development of communicative graphics; and the effective communication verbally and non-verbally from person-to-person to mass audiences via broadcast media. All students are encouraged not only to develop an appreciation of the economics of educational projects and programs, but also to participate in the fund raising and administration of programs, which are integral aspects of any institution.

CENTER FOR EDUCATIONAL MEDIA AND TECHNOLOGY

NAME	POSITION OR RANK	AREAS OF INTEREST
Nat Rutstein	Lecturer	Educational T.V., Journalism
Juan Caban	Lecturer	Educational Media and Technology
David Coffing	Assoc. Prof.	Educational Technology
Reginald Damerell	Lecturer	Communication Technology
Raymond Wyman	Professor	Educational Technology/Media for the Deaf

CENTER FOR EDUCATIONAL MEDIA AND TECHNOLOGY (FALL)

Center Coordinator - Nat Rutstein - Room 22

(PRIMARY COURSES)

<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>INSTRUCTOR</u>
235*	Educational Media, Technology & Systems	Coffing/Staff
237*	Media Production Survey	N. Tilley
360/660*	Educational Broadcasting	N. Rutstein
362/662	Workshop in Educational Television	Caban/Lee/Coffing
E04/686 sec 4	Special Problems in Education: Journal ism in Education	N. Rutstein
E05/686 sec 5	Special Problems in Education: Princi- ples in Education of the Deaf	Nourse/Wyman
E06/686 sec 6	Special Problems in Education: Mediated Language for Deaf	Nourse/Wyman
E07/686 sec 7	Special Problems in Education: Creating Educ Film & TV Storyboards	R. Damerell
686 sec 82	Special Problems in Education: Research Techniques in Studying Urban School and Community Prob & Roles played by Media	R. Damerell
705 sec 21	Seminar in Education - Research in Media and Communication	D. Coffing
705 sec 22	Seminar in Education - Eye Movement Research Laboratory	D. Coffing
738	Advanced Media Production	Staff
852	Administration of Audio Visual Services	R. Wyman
854	Newer Media in Education	R. Wyman

SECONDARY COURSE OFFERINGS (FALL)

203	Aesthetic Experience and Creativity	Aesthetics
E08/686	Curriculum Innovations in Interrelated Arts	Aesthetics

SECONDARY COURSE OFFERINGS (FALL) continued

<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>CENTER OR AFFILIATION</u>
290/590	Observational Techniques in Early Childhood Education	Human Potential
705	Critical Variables in Compensatory Ed Development of Volitional Competence	Human Potential
521/221 sec 1-3	Strength Training	Humanistic Education

CENTER FOR EDUCATIONAL MEDIA AND TECHNOLOGY (SPRING)

Center Coordinator - Nat Rutstein - Room 22

<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>INSTRUCTOR</u>
E04/686 sec. 4	Spec. Prob. in Ed: Journalism in Educ.	Nat Rutstein
E07/686 sec. 7	Spec. Prob. in Ed: Creating Educational Films	Reginald Damerell
E35/686 sec 35	Spec. Prob. in Ed: Creating Educational Films	Reginald Damerell
235/535 sec 1	Educational Media, Technology & Systems	R. Wyman/Assist.
237	Media Production Survey	Nathan S. Tilley
360/660 sec 1	Educational Broadcasting	Nat Rutstein
362/662 sec 1	Workshop in Educational Television	Juan Caban/John Lee
705 sec. 21	Seminar in Ed: Eye Movement Research	D. Coffing
705 sec. 22	Seminar in Ed: Aptitude by Educational Treatment Interaction	D. Coffing
705 sec. 23	Seminar in Ed: Advanced Educational TV	Juan Caban/John Lee
728 sec. 1	Audiovisual Technology	Raymond Wyman

CENTER FOR EDUCATIONAL MEDIA AND TECHNOLOGY-MAJOR ACCOMPLISHMENTS

The Media Center is just completing an exciting year of transition and growth during which a variety of off and on campus projects were generated, and a new academic thrust was developed to meet the expanding crisis in classroom communication. The enthusiasm and academic program has been and will continue to be primarily motivated by the critical need for more sensitive and effective classroom communicators. The Center believes it is imperative that educators realize the new communications orientation of their students and that by ignoring the potential of the new communications vehicles for the classroom, educators will continue to condemn students to crippled, frustrated educational lives. It has enrolled currently approximately 10 Masters candidates, 5 CAGS candidates, and 20 Doctoral candidates.

The Center has embarked on a plan to launch a statewide campaign to educate educators and expose the dilemma of the middle-child: the Media Institute on wheels is a prepackaged multi-media presentation, which has been very well received in the few places it has been tested. It was designed to awaken school systems to the impact of media on their students. An ongoing in-service seminar has been established for all teachers within a fifty mile radius; a pamphlet, "Dealing with the Television Child: An Educational Crisis," was created by Nat Rutstein, the new Center director and will be sent to all principals and superintendents of schools in the state; and in cooperation with the Cooperative School Service Center, we are scheduling and promoting our institutes and seminars. Just recently, after an address from the Center Director, the Massachusetts Audio Visual Association responded supportively to the campaign. The Center is confident that its campaign efforts will sensitize the larger educational community to the reality of the image-oriented student and to our concern that

all educators become effective classroom communicators.

As examples of community involvement outside the University, the Springfield Action Community Bureau has recently awarded the Center contracts for film stories highlighting educational and social problems in Springfield; the Center has held Media Institutes for Northern Educational Services and the Head Start Instructors of Springfield; and as well as assisting public school systems, the Center has provided technical expertise and general assistance to developing alternative schools and systems. Most notably, we have helped establish communications' centers, school newspapers, school TV shows, etc. at SASSI Prep, the Lowell School System, and Holyoke Street School.

Some noteworthy and successful programs are the following: Swaziland Cable TV - a project which has obtained support from UNESCO, to bring closed circuit, cable TV to Swaziland; "Que Tel, Amigos" - a TV program produced and directed by our staff and TV counterpart to the radio show of the same name which has just won the PBS award for the most outstanding public radio service program in the country; "Mother, the First Educators" - TV Workbook and "Sesame Street" staff; and "New Magazine on Education" a TV program designed for the PBS network, that will be a springboard for a world-wide educational information dissemination division in our Center.

THE NON-CENTER

The Non-Center

The Non-Center exists to represent those students and faculty who wish to have maximum flexibility to utilize the resources of the School of Education without being formally affiliated with any of the centers which have a specific content focus. Some students and faculty affiliate with the non-center because they wish to work on projects or programs which necessitate utilizing the resources of many different centers simultaneously. Others seek out the non-center because they have an interest, such as computers or the study of the future, which does not properly fit in any existing center but may grow and soon emerge as a new program or center within the School of Education. At its best, the non-center is a collection of individuals, engaged in diverse activities who believe in an holistic philosophy to the study of education.

NON-CENTER

NAME	POSITION OR RANK	AREAS OF INTEREST
Alfred Alschuler	Professor	Humanistic Education/ Clinical Psychology
James Carmody	Assis. Prof.	Educational Psychology/ Statistics
Chris Dede	Lecturer	Futuristics/Science Education
Gloria Joseph	Assoc. Prof.	Educational Psychology/ Black Studies
H.A. Peelle	Lecturer	Artificial Intelligence/ Education and Computer Technology
David Scondras	Lecturer	Cultural Anthropology/ Research Methods
Patrick Sullivan	Assoc. Prof.	Teacher Education/English
Peter Wagschal	Assis. Prof.	

NON-CENTER (Fall)

Center Coordinator - Allen Davis

317/617	Introduction to Computer Programming Programming in APL	H.A. Peelle
E19/686 Sec. 19	Special Prob. in Ed: Seminar in Problems in Evaluation for Teachers	Gorth/Carmody
E20/686 Sec. 20	Special Prob. in Ed: Educ. and Psych. of Perception	P. Wagschal
E21/686 Sec. 21	Special Prob. in Ed: Educ. and Subjective Philosophy	P. Wagschal
E54/686 Sec. 54	Special Prob. in Ed: Sex Role Differentiation & Totalitarianism in Educ.	D. Scondras
E60 Sec. 60	Educ. Futuristics for Teachers	C. Dede
618	Instructional Applications of Computers	H.A. Peelle
705 Sec. 15	Seminar in Ed: Seminar for Teachers of Minority Groups	G. Joseph
705 Sec. 16	Seminar in Ed: Artificial Intelligence & Comp-Assisted Instruction	H.A. Peelle
E57/686 Sec. 57	Special Problems in Ed: Growing up in America: How Some People Think They Learn	P. Schragg
E58 Sec. 58	Special Problems in Ed: Video Communi- cations Workshop: Creative Video Taping	A. Dickinson

NON-CENTER (Spring)

E19 Sec. 19	Spec. Prob. in Ed: Seminar in Proglems in Evaluation for Teachers	James Carmody
E38/686 Sec. 38	Spec. Prob. in Ed: Seminar on Racism and Class Conciousness in Educational Measurement	James Carmody
E54/686 Sec. 54	Spec. Prob. in Ed: Sex Role Differentia- tion, Education and Totalitarianism	David Scondras
E58 Sec. 58	Spec. Prob. in Ed: Teaching Advanced Math	David Scondras
317/617 Sec. 1	"Introduction to Computer Programming in APL"	Howard Peelle

Non-Center (Spring) [cont'd]

618 Sec. 1	"Instructional Applications of Computers"	Howard Peelle
705 Sec. 35	Seminar in Ed: The Development and Building of an Alternative School	Gloria Joseph

FUTURISTIC PROGRAM (Spring)

Center Coordinator - Chris Dede - Room 21-A

E60 Sec. 60	Spec. Prob. in Ed: Teaching for the Future	Paul Burnim
E65/686 Sec. 65	Spec. Prob. in Ed: Introduction to Educational Futuristics	Chris Dede
E66/686 Sec. 66	Spec. Prob. in Ed: Development in Educational Futuristics	Chris Dede

Program for Instructional Applications of Computers

The program in Instructional Applications of Computers is a highly specialized program of graduate study with major emphases in the area of computer-assisted instruction (CAI). As a field, CAI is in an embryonic stage. Appropriately, the formal membership of this program is limited, but growing - two doctoral candidates enrolled in 1970-71 and one additional doctoral candidate expected for the coming academic year.

Physical resources of the Computer-Assisted Instructional Laboratory have been expanded during 1970-71 to include two computer terminals which are linked by way of phone lines to the UMass CDC 3600 computer resident at the University Computer Center. Faculty support has been primarily one faculty member from the School of Education, plus supplemental assistance from the Department of Computer Science and Hampshire College.

Three courses were offered this past academic year, plus a number of single seminars, demonstrations, and individual tutoring on the use of computers in education.

Four modest projects have been initiated during 1970-71

1. Teaching Children Programming. A half-dozen 5th grade children from Marks Meadow Elementary School are being individually tutored in APL programming.
2. Computer Games. A total of over 100 children played a variety of intellectual games programmed for computer usage.
3. CAI Research. A preliminary study of the efficacy of artificial intelligence techniques in computer assisted instruction is being conducted.
4. Visiting Speakers. Three persons from the field of computer-assisted instruction were invited as guest speakers.

April 12, 1971, marked the first meeting of persons in the five-college area involved in computer applications in education. The meeting was called by Howard Peelle of the Non-Center.

The future outlook for this program is bright when viewed in long-range perspectives. New research and development thrusts are expected in the following areas: CAI Curriculum, Programming Languages, Computer Simulations. Plans to integrate the CAI Laboratory with Marks Meadow Learning Resources Area have been laid for the purposes of providing teacher-training and in-service workshops in tandem with student usage of computer hardware, software, and instructional applications.

Program for the Study of the Future in Education

The Program for the Study of the Future in Education is a relatively new program dedicated to the idea that we must educate people now for the future. We are attempting to develop materials that can be used by school

districts for medium- and long-range policy planning. Two of the primary commitments we have are that teaching for the future does not require special resources or expertise and that any subject matter can be taught in a future-oriented manner. We are also working toward developing future alternatives to the present formal educational system and extending the theoretical and practical capabilities of future studies as a discipline.

We are offering a number of courses during the spring of 1972 semester aimed at fulfilling the above goals. One, for in-service teachers only, is a practical-oriented seminar to help the students develop their own approaches to teaching for the future. There will be two introductory courses, one for graduate students and one for undergraduates that will introduce both future studies as a discipline and future-oriented teaching materials. The fourth course will be for members of the program to help them in research and development of Future Studies for Education.

Members of the Program have developed applications of futuristics methodology to the classroom which are unique. For example, the Delphi technique, which is used to give a probable date by which a future event may take place, has been modified for classroom use even in the early grades. This modified Delphi offers teachers a powerful way of incorporating future concerns into classroom curriculum, and provides a research vehicle for determining how students' opinions and values about the future are formed. Research is now being conducted on using this modified Delphi outside the classroom as a knowledge diffusion instrument.

Perhaps the most impressive accomplishment is that the Program has been developed primarily through the efforts of graduate students. Goals for next year include extending present programs, obtaining outside funding, and gaining a full time faculty position.

The outlook for the Non-Center for next year is bright. Programs will continue, there will be new people active in the Non-Center and there remains the potential for completely new, untried programs to emerge.

OCCUPATIONAL EDUCATION PROGRAM

Occupational Education Program

The program believes that the social, educational, and occupational problems of the future require that individuals in leadership positions in occupational education not limit their function to vocational and technical education, but be concerned with every aspect of education. Given the assumption that the survival of mankind may depend on the ability of educators to provide effective growth experiences for children and adults, the Occupational Education Program is committed to a rigorous evaluation of existing occupational programs and a continuous search for content and methodology that can contribute to more effective occupations preparation. This commitment to an ongoing evaluation and search effort implies a cross-center approach which addresses itself to questions of learning theory, goals of education, economics, national needs, and systems analysis, and dictates that close coordination be established with all the resources of the University and other Centers of the School of Education, particularly the Urban Education Center, the Human Relations Center, the Leadership and Administration Center, Educational Foundations and the Research Center. Approximately 17 doctoral candidates and 9 Master's candidates are working in this Center.

OCCUPATIONAL EDUCATION PROGRAM

<u>NAME</u>	<u>POSITION OR RANK</u>	<u>AREAS OF INTEREST</u>
William Conway	Assistant Professor	Educational Psychology
Ken Ertel	Director, Professor	Administration
Jack Hruska	Assistant Professor	Foundations
Robert Jones	Assistant Professor	Teacher Education
Mark Rossman	Assistant Professor	Vocational Education
Roger Peck	Assistant Professor	Administration

Center Coordinator - Ken Ertel - Room 3

(PRIMARY COURSES)

<u>Course Number</u>	<u>Course Title</u>	<u>Instructor</u>
289/589	Methodology and Materials for Distributive Education	Hruska/Levine
372/672	Principles and Practices of Vocational Education	(By Permission) J. Hruska
375/675	Principles and Methods in Occupational Education	(By Permission) R. Jones
849	Current Concepts and Trends of Vocational Education	Ertel

SECONDARY COURSE OFFERINGS (Fall 1971 Semester) for Occupational Education Center

<u>Course Number</u>	<u>Course Title</u>	<u>Center or Affiliation</u>
251/551	Social Foundations of Education	Foundation
705	Juvenile Delinquency in Educational	Human Potential
912	Occupation and Placement in School Guidance	Human Relations
705 Sec.	Introduction to the Community	Higher Education
E11	Group Dynamics and Application to the Classroom	Human Relations
521/221	Strength Training	Humanistic Education
817	Educational Planning for Developing Countries	International Education
358/658		
E25/686	Topics in Educational Administration	
235	Education Media, Technology and Systems	Media
833	Knowledge Diffusion and Utilization	Research
994	Behavioral Research I	Research
705 Sec. 6	Resource Bank for Future Teacher Education	Teacher Education
951	Principles of Supervision	Teacher Education

OCCUPATIONAL EDUCATION PROGRAM (Spring)

Center Coordinator - Ken Ertel - Room 3

<u>Course Number</u>	<u>Course Title</u>	<u>Instructor</u>
E/48		
686 Sec. 48	Spec. Prob. in Ed: Adult Education	Mark Rossman
287/587	Vocational Adult Education	Mark Rossman
705 Sec. 24	Leadership in Occupational Administration	Peck/K. Ertel
736	Seminar in Curriculum Develop- ment in Vocational/Technical Education	K. Ertel

The major accomplishments of the Occupational Education Program have been:

1. The establishment of an experimental junior transfer program, wherein potential distributive education teachers can complete their technical requirements at junior colleges and then transfer those credits to UMass. They gain teacher certification at UMass., while they complete the requirements for a B.A. degree. There is every reason to believe at this time that junior college transfers can be successful here. This program provides a source of distributive education teachers, provides options for junior college graduates, and better utilizes the resources of the University. The program has officially been accepted as one of the TPPC teacher education programs.

2. As a result of the completion of An Evaluation of Adult Basic Education Programs in Massachusetts, the Massachusetts Department of Education, Bureau of Adult and Extended Services awarded a second contract to compliment the recommendations to develop a model for the recruitment of functionally illiterate

adults to Adult Basic Education programs. This model is currently in the evaluation phase with a fiscal report due August 31, 1971. To date, two contracts totaling \$47,500 have been secured. The State Department of Education has indicated a willingness to grant additional monies thereby assuring continuance of the emerging adult education component of the center.

3. The Center conducted a two-week workshop for people from industry who wanted to become vocationally certified. The workshop incorporated micro-teaching, human relations, media, philosophy, methods and materials into a 12-hour day schedule.

4. Center members taught four (4) off-campus courses. These in-service courses serve as a means of informing college professors of the changes in public education, as well as informing the public schools of the happenings at the School of Education at UMass.

5. The Center members took an active part in the Career Opportunity Program in Brooklyn. Every week Center members went to Brooklyn as discussion leaders, and one major lecture was delivered by a Center member.

6. The Center continually offers a series of courses which focuses on challenges, questions, and analyzes the latest developments in occupational education.

The special program or project operated by the Center is the Massachusetts Information Feedback System, which is now housed in Amherst as an arm of our Center. The Feedback System is designed to research the variables -- time, teacher, material, methods, etc. -- in vocational courses and provide local school districts with research findings. The program is philosophically committed to centralized information retrieval and local control of education.

Center for Urban Education

Center for Urban Education

The Center for Urban Education (CUE) is a planning, research, and training center focusing on education in urban areas. CUE takes as a starting point the role of racism in creating and perpetuating unequal educational opportunity and results for poor and minority Americans. The Center sees the following as its task: a.) to develop new strategies for urban schools that will bring real changes in teacher attitudes, curriculum and school structures; b.) to develop tools for community involvement to help bring about these changes.

In order to accomplish the foregoing tasks, CUE operates on two levels: 1.) on campus courses and programs and 2.) off-campus programs. Undergraduates participate in the Teacher Education Program which combines course work with an urban teaching and living experience. Master and doctoral candidates help operate all of CUE's programs, currently including: the Career Opportunities Program, a Boston Teacher Training Program and the Teacher Education Program. Simultaneously graduate students pursue their own research efforts in the many areas of urban education which evolve from the experience in the on-going programs.

CENTER FOR URBAN EDUCATION

NAME	POSITION OR RANK	AREAS OF INTEREST
Cleo Abraham	Asst. Prof/Asst. Director	Urban Ed/Administration
Roscoe Cook	Lecturer	Urban Ed/Juvenile Delinquency
Byrd Jones	Asso. Prof/Asst. Director	Urban Ed American Economics History
Barbara Love	Lecturer	Urban Ed/Teacher Ed
Bob Suzuki	Asso. Prof.	

CENTER FOR URBAN EDUCATION

Center Coordinator - Byrd Jones - Room 209 (Spring)

E49	Spec. Prob. in Ed: Methods of Teaching in Urban Schools	R. Suzuki/P. Sullivan
686 Sec. 49	Spec. Prob. in Ed: Methods of Teaching in Urban Schools	R. Suzuki/P. Sullivan
E50/686 Sec. 50	Spec. Prob. in Ed: Current & Successful Leadership in Urban Education	Reginald Damerell
E51 Sec. 51	Spec. Prob. in Ed: Survival Strategies for Urban Schools	Barbara Love/Staff
E52 Sec. 52	Spec. Prob. in Ed: Survival Strategies for Urban Schools	Barbara Love/Staff
E53 Sec. 53	Spec. Prob. in Ed: Survival Strategies for Urban Schools	Love/Staff
E61/686 Sec. 61	Spec. Prob. in Ed: Performance Curriculum in Teaching Reading and Language Arts in the Elementary School	Yarrington/Barnes
267 Sec. 1	Urban Community Relations	Roscoe Cook
268 Sec. 1	Curriculum Development in Urban Educ.	R. Suzuki
C04	Practice Teaching: Urban Education Internship	Atron Gentry/Staff
313 Sec. 1	Introduction to Urban Education	Byrd Jones/Staff
313 Sec. 2	Introduction to Urban Education	Byrd Jones/Staff
313 Sec. 3	Introduction to Urban Education	Byrd Jones/Staff
313 Sec. 4	Introduction to Urban Education	Byrd Jones/Staff
313 Sec. 5	Introduction to Urban Education	Byrd Jones/Staff
313 Sec. 6	Introduction to Urban Education	Byrd Jones/Staff

613 Sec. 7	Introduction to Urban Education	Byrd Jones/Staff
685 Sec. 50	Practicum in Ed: Practicum in Urban Ed.	Cleo Abraham
757 Sec. 1	Research, Planning and Development in Urban Education	Byrd Jones/Staff
758 Sec. 1	Urban Administration & School Structures	Cleo Abraham
758 Sec. 2	Urban Administration & School Structures	Cleo Abraham

(PRIMARY COURSES) (Fall)

267	Urban Community Relations	R. Cook
567	Urban Community Relations	C. Abraham
268	Curriculum Development in Urban Educ	B. Suzuki
313 Sec. 1	Introduction to Urban Education	A. Gentry/Staff
313 Sec. 2	Introduction to Urban Education	A. Gentry/Staff
313 Sec. 3	Introduction to Urban Education	A. Gentry/Staff
313 Sec. 4	Introduction to Urban Education	A. Gentry/Staff
313 Sec. 5	Introduction to Urban Education	A. Gentry/Staff
613 Sec. 6	Introduction to Urban Education	A. Gentry/Staff
330/630	Economics of Education	B. Jones
E70/685 Sec. 70	Practicum in Education: Practicum in Urban Education	C. Abraham
757 Sec. 1 Sec. 2	Research, Planning and Development in Urban Education	B. Jones

SECONDARY COURSE OFFERINGS (Fall 1971 Semester)

251/551 Sec. 7	Foundations: History and Philosophy of Education for Blacks in America	Foundations
705 Sec. 23	Juvenile Delinquency in Educational Systems	Human Potential
705 Sec. 14	Seminar in Education: Group Counseling	Human Relations Counseling
521/221	Strength Training	Humanistic Ed
E23/686	Politics of Educational Change	Leadership
686 Sec. 82	Research Techniques in Studying Urban School and Community Problems and Roles Played by Media	Media
705 Sec. 15	Seminar for Teachers of Minority Groups	Non-Center

CENTER FOR URBAN EDUCATION - MAJOR ACCOMPLISHMENTS

The Center for Urban Education has a strong commitment to the undergraduate and graduate students to prepare them for future employment. The Center was involved in developing new teacher training programs - programs that deal directly with the needs of the students and the schools, in order to make our educational system one that will educate and not stifle.

Added to this goal is the need for universities to expand and involve the communities by both bringing the communities to the university and by bringing the university to the communities. The University of Massachusetts handles three Career Opportunities Programs. Under the directorship of the Center for Urban Education, over three hundred paraprofessionals from Brooklyn, New York, and Worcester and Springfield, Massachusetts became members of the University of Massachusetts.

Since the Center for Urban Education has expanded so rapidly in both programs and research, we feel there is a need to communicate our experiences and findings with people similarly involved in educational programs. It is because of this need and our commitment to be not only an educational center but a resource center, that we have now undergone plans for publishing. A book for the Massachusetts Series entitled The Hope Factor for Urban Education, edited by Byrd L. Jones, is now in preparation.

The Undergraduate Program

This year the Center for Urban Education has sponsored approximately fifty interns in various cities, including Philadelphia, Patterson, New Jersey, and Boston. The interns have received their methods courses on-site under the supervision of the Center for Urban Education. In

addition to providing internships and methods courses, the Center also offers ten courses to undergraduates in order to prepare them for future teaching. During the last year, the enrollment in these courses has exceeded 650 students.

The Graduate Program

The enrollment in the graduate programs (Masters, CAGS, and Doctoral) has increased greatly since last year. We are now serving approximately 75 graduate students. During this past year, we had 12 of our graduate students receive degrees. The Center sponsors graduate courses to meet the needs and requests of the candidates, ranging in subject matter from Urban School Administration to Economics of education, to Research, Planning and Development.

Center for Urban Education Teacher Education Program: (CUETEP)

The intention of this program is to improve the quality of educational experiences for urban children by improving the quality of training for urban teachers. This program is designed to specifically train potential teachers for urban schools; teachers, who, in addition to having the concepts and skills related to learning theory, can become reform strategists in school systems. The focus of this program is an urban internship combining teaching and living in an inner-city community. Introduction to Urban Education serves as the primary entry point to the program and is followed by a course entitled Survival Strategies. This course aids in preparing the students for their intership the following semester. Sites for internships are: Boston, Worcester, Springfield, Philadelphia, Brooklyn, Patterson, and Louisville. After their internships the students return to campus for a series of follow-up experiences. Among these experiences is an evaluation seminar in

which the participants evaluate their individual strengths and weaknesses and identify problem areas. Externs may then choose from a variety of advanced courses in Urban Education and related courses in other centers and departments.

Near completion of the two-year program participants will engage in a second practicum experience that will combine with a seminar in curriculum development. Student initiated projects and program related to their self-identified needs will be a vital part of this program.

During the Spring semester 1971, a group of students met with doctoral candidates and the faculty members in a planning seminar for the undergraduate program. The needs of the students, the needs of the schools and the needs of future teachers became the base upon which this program was devised.

Project Broadjump

The University of Massachusetts was established as a new site for Project Broadjump under the direction of the Center for Urban Education. This program ran for six weeks starting July 12, 1970. One hundred and ten boys from New York City were selected along with master teachers and staff from the New York City schools. Together with the staff at the Center for Urban Education and the School of Education, a program combining academic, social and recreational components was instituted.

Career Opportunities Programs

The Career Opportunities Programs are innovative teacher training programs offering on-site undergraduate courses and credit leading to a bachelors degree and teacher certification. The students are paraprofessionals, non-certified classroom assistants who are interested

in teaching in Model Cities areas.

The Brooklyn COP involves 200 paraprofessionals in Brooklyn elementary schools. This program is now in its third semester of operation and to date has offered courses such as Introduction to Urban Education, Special Problems in Education, Performance Criteria, Foundations of Education, Rhetoric, Education Practicum, Teaching about the Non-Western World, Physical Geology as well as the Centers for Vocational Education, International Education and Foundations of Education.

The Worcester/Springfield COP involves 40 paraprofessionals from Springfield and 45 paraprofessionals from Worcester. In addition to these paraprofessionals, there are 20 on-campus paraprofessionals who serve as teacher trainers, as well as being students in the COP program. The courses taught in Worcester during its three semesters in existence have been: Rhetoric, Urban Community Relations, Education Practicum, Methods for Teaching Reading, Government, Introduction to Urban Education.

Similar courses have been taught in Springfield. Again, there has been a great deal of cooperation with the English Department and the Government Department as well as the Center for Early Childhood Education.

In addition to the educational programs mentioned, the Center for Urban Education has been actively involved in volunteer planning and consulting. Members of our center have participated in various conferences across the nation such as the Black Awareness Conference at the University of Ohio at Athens and the Urban Administration Leadership Conference at Michigan State. The National Urban League

has called upon us to consider some of its proposals. We have also participated in active planning at Mary Holmes College in West Point, Mississippi. The Center has participated in some volunteer counselling in Springfield with Representative Lapointe and is now in the midst of planning an International Education Conference possibly to be held in Pasadena, California.

CHAPTER 4

EVALUATING THE PERFORMANCE OF GRADUATES FROM ADVANCED PROGRAMS

The parallel chapter in the Basic Programs Section of this report stated that the School of Education considered all of its evaluation procedures to be inter-related. The philosophies discussed in that chapter hold true for graduate programs as well as undergraduate programs. Therefore, this chapter will only present information that has not already been presented in the Basic Programs Report and the visiting team from NCATE is requested to refer to both reports.

The School of Education is a young institution and as such is just arriving at the stage in its life when follow-up studies of its graduate students would prove to be worthwhile. As a first step in the process of following up on its doctoral graduates, the School of Education performed a phone call follow-up of all of its graduates since the arrival of Dwight Allen three years ago. The results of the study are as follows:

SCHOOL OF EDUCATION - DOCTORAL GRADUATES

Name and Date of Degree	G.P.A. and Undergraduate Institution	Title or Position Institute & Address	Salary
ABRAHAM, Cleo Feb. '71	2.42 Claflin Univ.	Asst. Prof. of Educ. U/Mass	\$15,000
AHERN, John Sept. '69	3.09 Boston College	Asst. Prof. - Univ. of Toledo; Toledo, Ohio	
ANDERSON, Brien Feb. '71	2.40 Westfield State	Principal Elementary School; So. Hadley, Ma.	\$15,000

ANDRE, Richard Sept. '71	2.40 Calif. St. Poly- technic College	Educ. Scientist-San Aaulo, Brazil	\$ 9,600
BALSHAM, Joel Feb. '71	2.22 Temple University	Dir., Field Exper.; Asst. Prof. of Ed Amer. U.; Wash., D.C.	\$12,000
BANNISTER, Langston Feb. '71	2.81 Tuskegee I.	Asst. Prof. of Educ. Toledo, Ohio	\$16,500
BARRETTE, P. Feb. '71	U/Mass	Teacher So. Hadley, Ma.	\$11,000
BELLICO, Russell			
BENDER, Jon Feb. '71	2.40 E. Mennonito	Asst. Prof. of Educ. Madison, Wisconsin	\$13,600
BELSKY, T. Feb. '71	3.59 U/Mass	Asst. Prof. of Educ. A.I.C., Springfield, Ma.	\$ 9,600
BERNARD, Thomas June '69	3.36	Asst. Prof. Mt. Holyoke Holyoke, Mass.	\$12,000
BRENT, George Sept. '71	2.89 Boston Univ.	Asst. Prof. Elem. Ed. Glassboro, N.J.	\$11,000
BRINE, James Feb. '70	1.98 Holy Cross	Asst. Prof.; So. Conn. St. Coll.; New Haven	\$12,000
BUMPUS, Margerite Sept. '69	3.11 Fitchburg State	Asst. Prof.; Univ. of Rhode Island	\$10,800
BURGIN, Ruth Sept. '71			
BURTON, Michael Oct. '70	3.45 Depauw	Grad. Studies Reading Asst. U. of British Columbia	\$ 2,700/8 mo
BUTLER, Gerald May '71	3.12 Texas College	Assoc. Prof. of Educ. Northeastern Ill. St. College	\$15,000/10 mo
CANDE, Donald June '69	3.17 No. Adam State	Superint. of Schools Monroe Public Schools; Monroe, Connecticut	\$23,000
CARTER, Carol Sept. '71	2.90 Central State U. Ohio	Assoc. Prof. of Educ. Dir. Urban Studies Virginia State College	\$15,500

CARY, William June '70	2.57 Dartmouth College	Asst. Prof.; Johnson St Col.; Johnson, Vt.	\$11,500
CEBULA, Joseph Feb. '71	2.75	Dir. of Grad. Studies A.I.C.; Springfield, Ma.	\$17,900
CHAMPLIN, John Sept. '71			
CHENEY, L. William June '70	2.10 Oberlin College	Asst. Dean of Students Asst. Prof. in Counseling Rhode Island College	\$11,500
CONROY, William Sept. 69	2.40 U/Mass	Dir., Research Coord. Mass. Dept. of Educ.; Woburn, Mass.	\$14,000
CONWAY, W. Feb. '71	3.25 Kent State	Asst. Prof. of Educ. U/Mass	\$15,000
CRANDELL, David Feb. '71	2.88 Union College	Dir. Network of Innov. Schools, Haverhill, Ma.	\$18,000
CROMACK, Theodore	3.65 McKendree Col. Ill.	Asst- Prof. of Educ. Dir. Institute Research Johnson State College Vt.	\$12,000
CROWLEY, Thomas June '70	2.80 Boston College	Asst. Prof. Psych & Guidance, Boston U.	\$11,200
DEBLOOIS, Michael Oct. '70	3.30 Utah State	Asst. Prof. Dept of Ed Research, Florida St. Univ.	\$15,000
DENISON, John Feb. '71	2.82	Asst. Dean College of Agric. and Dir. of School of Agriculture; UMass	\$17,500
DETURK, Phil Feb. '71	2.25 Dartmouth	Dir. Alternative Schools School of Ed U/Mass	\$20,000
DIMATTIA, Dominic Oct. '70	2.60 U/Mass	Asst. Prof of Counseling Univ. of Bridgeport, Conn.	\$12,500
DRISCOLL, Francis June '69	2.17		
EACHUS, Todd Sept. '69	2.50 UCLA	Staff Associate, Thompson Hall, U/Mass	\$16,000
ELGRIM, Dennis June '70	2.50 Cornell	Counselor, Northampton Jr. College	\$10,000

Chapter 4
Evaluating the
Performance of
Graduates from
Advanced Programs

ERICKSON, Marilyn Feb. '71	3.20	Adjustment Counselor Springfield School System	\$12,000
FEIN, Sherman Sept. '69	Bowdoin	Attorney, Counselor Springfield, Ma.	\$75,000
FITZGERALD, Ronald Oct. '71	3.20 U/Mass	Superintendent, Amherst Publ. School, Amherst, Ma.	\$23,000
FOLEY, William Feb. '71	3.27 Elon College, N.C.	Prin. Long Beach Jr. High Long Beach, Long Island	\$26,500
FORADER, Alvin Sept. '69	3.14 Wesleyan	Counseling Psychologist V.A. Hospital, Castle Point, N.Y.	
FORBES, Roy Oct. '70		Dir. Evaluation -EPDA Office of Education	\$18,000 +
FREIMARCH, Dorothy Feb. '71	2.25	Teacher of English Newton So. High School	\$16,300
GARY, Maxine E. June '71	1.70	6th Grade Teacher Worcester, Ma.	
GEHRMAN, Theodore June '70	2.49 Univ. of Oregon	Asst. Pers. Dir. Texon; So. Hadley, Mass.	\$15,500
GENTRY, Atron June '70	2.00 Calif. State	Asst. Dean; Asst. Prof. School of Ed U/Mass	\$16,500
GORDON, Robert June '71	Bishop U.	Dir. of Academic Affairs Dawaon College	\$17,000
GREEN, Paul June '70	2.30 U/Mass	Assoc. Prof of Psych. Holyoke Comm. College	\$20,000
GULESIAN, Mark June '70	2.50 Tufts	Asst. Prof. of Educ. C. of William & Mary Williamsburg, Va.	\$12,000
HACKNEY, Harold June '69	3.13	Asst. Prof. of Educ. Purdue	\$13,650
HALL, Cynthia T. Oct. '70		Asst. Professor Castleton State College	\$10,000
HERMENET, A.M.B.			
HOLLERAN, Paula R. Sept. '69		Professor of Psych. SUNY, Oneonta	\$14,000

HOLZMAN, Richard Feb. '70	2.30 Hofstra	Superintendent of Schools/Gateway Reg. Ma.	\$20,000+
JARVESOO, Aino	Zarter U.-Estoria	Jr.High Art Teacher	\$11,000
JOHNSON, Ray Alan			
JONES, Leon Feb. '71	2.79	Acting Coord. Research & Eval. Governors St. Univ. Park Forest So., Ill.	\$21,000
KELLY, Francis			
KENDALL, Marvin Feb. '70	2.81 Atlantic Union Col.	Asst. Prof. Lyndon State College, Vermont	
KEOCHAKIAN, Simon Oct. '70	3.64 Springfield College	Psych. Counselor Counseling Ctr. U/Mass	\$13,400
KIRLEY, Sr. Catherine	3.07	Asst. Prof. Lady Elms Col. Ma.	\$10,000
KLINE, Lloyd Oct. '70	3.00 Frankline &Marshall	Inservice Coord. - Ed Coord., Bedford, Mass.	\$18,000
KRAUS, Russell Sept. '71	2.39 Paterson State	Staff Associate Chancellor's Office U/Mass	\$16,000
LACEY, Richard Oct. '70	2.75 Yale	Systems Redesign Spec. N.Y. St. Dept. of Educ. Brooklyn, N.Y.	\$15,000
LEARY, Paul June '69	2.71	Asst. Prof. West Virginia University	\$15,200
LENCHITZ, Kenneth May '71	2.16 Brooklyn College	Post-doctoral Clinical Psych Trainee	\$ 9,500
LEPART, David	3.66	Principal, Wm. County School, Virginia	
LEVETON, Miriam Oct. '70	3.37 AIC	Asst. Prof. of Psych. A.I.C. Springfield, Ma.	\$16,000
LEVY, Paul			
LEWIS, Cornell T. Feb. '71	2.30	Dir. for Instruction Montgomery Co., Maryland	\$25,000

LINSTONE, Robert Sept. '69	2.85 Univ. of Hartford	Asst. Superint. Vernon Publ. Sch., Rockville, Conn.	\$22,600
LOVE, Prentiss May '71	2.56 Grambling College	Dir. of Counseling & Tutoring Ctr. La.	\$15,000
LYON, Harold Feb. '70	2.95	Deputy Assoc. Comm. Ed. U.S. Office of Ed. Washington, D.C.	\$27,463
LYSTER, Norman Feb. '71	2.33 U. of Colo.	Asst. Prof. of Educ. Noctivch College	\$19,000
MANUQUIKE, Chukwuemeka			
MASALSKI, William June '70	2.89 Central Conn.	Asst. Prof. School of Ed. U/Mass.	\$14,500
MCCARTY, Fred	2.16 Queens College	Univ. of Hartford Teacher Training Program	\$12,000
MCCOY, Rhody May '71	Howard Univ.	Assoc. Prof. of Education U/Mass	\$23,000
MCKAY, Alexander	2.40 Penn State	Coord. of Training Program Montgomery Public Schools	\$20,000
MIMS, Oscar L. Feb. '71	2.00	Chief Advisor for Comm. Dev. Programs HUD - Wash. D.C.	\$26,000
MINICHELLO, W.E.			
MOORE, Ellington			
MORRIS, Donald	2.61 Earlhem College	Asst. Prof. of Music Keene St. College, N.H.	\$10,800
O'CONNOR, Daniel June '69	2.93	Deputy Commissioner of Ed Vt. Dept. of Education Montpelier, Vermont	\$19,300
OGDEN, G. Barton June '70	2.60 Hartwick	Asst. Prof. of Psych Springfield College, Ma.	\$12,500
PEELE, Howard Feb. '71	2.00 Swarthmore	Lecturer of Educ. School of Ed., Amherst, Mass.	\$ 7,949/3/4
PIERCE, Paul Oct. '70	2.61 Hartwick	Clinical Psychologist Springfield Hospital and Member of Behavioral Science Associates of Springfield	\$15,000

Chapter 4
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POPKEN, Charles Oct. '70	2.98 Northeastern U.	Dir. P.P.S. Gloucester, Ma.	
PORTER, Wayne S. May '71	2.22 Univ. Maine	Superintendent East Longmeadow Public Schools	\$24,500
PRESSLEY, Beatrice Sept. '69	3.30 Univ. of Pitts.	Asst. Prof., Dept. of Educ. Research, Calif. State College; Hayward, Ca.	\$11,300
PRESTON, Frederick			
QUINLAN, William	2.90 Providence College	Dir. of Pupil Service Silver Lake Regional School Kingston, Ma.	\$18,250
QUINN, Peter Oct. '70	2.73 Boston College	Assoc. Prof. SUNY Brockport, N.Y.	\$15,200
RACHEOTES, Peter Feb. '70	2.73	Asst. Prof. Education U. of Manitoba, Winnipeg, Canada	\$14,500
RAY, Leroy			
REULING, Walter Oct. '70	2.63 Bates College	Teacher Brattleboro High School	
ROBERTS, William Oct. '70	2.56 U/Mass	Instructor, Math Westfield State College	\$ 9,400
ROBINSON, John			
ROLLIN, Steve		Asst. Prof. Florida State Univ.	\$13,500
ROSSMAN, Mark Feb. '71	2.41 N.Y.U.	Asst. Prof. of Educ. U/Mass	\$18,000
RUDMAN, Masha June '70	3.20 Hunter College	Instructor Educ U/Mass	\$11,600
SADKER, David May '71		Asst. Prof. U. of Wisc.-Parkside Kenosha, Wisconsin	\$11,500
SADKER, Myra May '71		U. of Wisc. Parkside Kenosha, Wisconsin	
SCALES, Alice M.			

HEEL, William May '71	1.95 U. of the South	Headmaster, Christchurch School, Virginia	\$13,500
CHAT, Elimelech June '70	3.17 Springfield College	Office of Education HEW Washington, D.C.	
S, Nathaniel May '71		Dir. of Elem. Ed. A.I.C. Springfield, Ma.	
TH, Barbara Oct. '70	2.83 Rhode Island Col.	Assoc. Prof. of Ed Univ. of Maine Gorham, Maine	\$13,600
TH, Charles Oct. '69	3.68 Westfield State	Coordinator, Teacher Development Program Stockton State College Pomona, N.J.	
TH, Gloria May '71		Exec. Assoc C.F. Kettering Ltd.	\$21,000
LO, Leonard			
LOMON, Dudley May '71	3.30 U. of Denver	Chairman Dept. Secondary Ed Central State Univ. Wilberforce, Ohio	\$20,000
ANTON, Jacquelyn Sept. 71		Staff Associate, U/Mass. Schol of Ed. Amherst, Ma.	\$18,000
FEIN, Lloyd E. May '71			
EPHENSON, Benjamin	Florida A&M		
REETS, Donald June '71			
LLEY, Herbert T. May '71			
Z, Peter Oct. '70	2.58 U/Mass	Asst. Prof. College of Home Econ. U. of Delaware Newark, Delaware	\$13,800
AN CAMP, Sarah Oct. '70	3.03 Antioch College	Math Supervisor Fitchburg State College	\$11,000
INSKEY, Mildred Oct. '70	2.68 Worcester State		

AGSCHAL, Peter June '69	3.80	Asst. Prof. School of Ed U/Mass	\$15,000
ALTZ, Mark June '70	3.67 Keene State	Science Teacher Central School Hoosick Falls, N.Y.	\$13,000
WILLIAMS, Melvin		Wash. Intern in Educ. Prog. (Post Doct. Fellowship)	
WOODBURY, John June '70	3.16 Wesleyan Univ.	Spec. Asst. to Chancellor Board of Education N.Y. City Schools	\$20,000
WYCKOFF, Winnefred L.		U. of Oregon (part time)	
YOUNG, James C.		College teaching Georgia State Univ.	
ZEEVI, Shim Sham		Director - Jewish Community Ctr. San Antonio, Texas	\$26,000

The above follow-up study can be broken down further into the following categories:

<u>Type of Position</u>	<u>Number</u>
Public School Teacher	6
Counselor or Psychologist	5
Principal or Headmaster	4
Superintendent of a School System	4
Assistant Superintendent of a School System	1
Educational Scientist	1
State Department of Education or Research Institute	22
Attorney Counselor	1
Post Doctoral Work	3

<u>Type of Position</u>	<u>Number</u>
Instructor	2
Assistant Professor	36
Associate Professor	6
College Administrator	3
College Staff Associate	3
Director of a College Program	7

Salary Range

<u>Range</u>	<u>Number</u>
\$9,000 - \$12,500	29
\$13,000 - \$14,500	14
\$15,000 - \$19,500	31
\$20,000 -	19

While the above follow-up is just the initial step in evaluating the performance of graduates from advanced programs, the results are indeed encouraging. In a time in history when teaching positions of any kind are a scarcity, the doctoral students from the School of Education have secured positions that are excellent in terms of job description as well as salaries. We would like to think it is a testimony to the School of Education as well as to its graduates.

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